

Sierra

EDUCATIONAL NEWS



Young Women of the United States Marine Corps, in Balboa Park, San Diego.

here are 38,000 copies of this issue MAY 1944
CALIFORNIA TEACHERS ASSOCIATION

Spring Roll Call

OF WESTINGHOUSE SCHOLARSHIP WINNERS



This year, we awarded more than 50 college and university scholarships to young men and women in various fields of activity.

These scholarships fell into five groups:

1. WESTINGHOUSE SCIENCE SCHOLARSHIPS. These were awarded to winners in the nation-wide Science Talent Search, which, conducted by Science Clubs of America, is designed to discover brilliant scientific minds in the making. Two scholarships were for \$2400, eight for \$400, three for \$200, and twenty-five for \$100.

2. GEORGE WESTINGHOUSE ENGINEERING SCHOLARSHIPS. Ten scholarships were awarded, leading to an engineering degree at Carnegie Institute of Technology. Normally these cover five years, but because of the urgent need for engineers, this year's winners will take the accelerated course at Carnegie Tech, receiving their degrees in three years. Present value of these scholarships is \$1850.

3. WESTINGHOUSE WAR MEMORIAL SCHOLARSHIPS. Four engineering scholarships of \$2000 each, were awarded to sons of Westinghouse employees, on the basis of competitive examinations.

4. WESTINGHOUSE-WORCESTER SCHOLARSHIP. One engineering scholarship valued at \$400 a year, at

Worcester Polytechnic Institute, was awarded. This covers undergraduate work in any field of engineering.

5. WESTINGHOUSE SCHOLARSHIPS FOR 4-H CLUB MEMBERS. These were awarded to the six National Winners in the annual 4-H Club Rural Electrification Contest and are for \$200 each. They are open to both boys and girls.

These Scholarships are a regular part of our educational program, established for the purpose of furthering scientific knowledge.

For full information on Westinghouse Scholarships, write for Scholarship Booklet ST-54. School Service, Westinghouse Electric & Manufacturing Co., P. O. Box 1017, 306 Fourth Ave., Pittsburgh 30, Pennsylvania.

TUNE IN John Charles Thomas, Sunday, 2:30
EWT, NBC. "Top of the Evening," Mon. Wed. Fri.
10:15 p.m., EWT, Blue Network

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State Executive Secretary: ROY W. CLOUD, 660 Market Street, San Francisco 4
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CTA Placement Service: Earl G. Gridley, 2707 Shattuck Avenue, Berkeley, 4; phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles, 13; phone TRinity 1558.

CLASSROOM TEACHERS DEPARTMENTS

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Northern Section: President, Frances Fotheringham, Orland Joint Union; vice-president, Mark Smith, Alturas; secretary, Mrs. Edith Armstrong, Capay Union, Yolo County; treasurer, Thomas C. Flynn, El Dorado County High, Placerville.

Southern Section: President, Grace M. Hultman, Bret Harte Junior High, Los Angeles; vice-president, Mrs. Irma S. Doughty, McKinley Elementary, San Diego; secretary, Mrs. Guidotta M. Lowe, Oxnard Union High; treasurer, Wayne F. Bowen, Teacher, 102nd Street School, Los Angeles.

SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



INTERNATIONAL RELATIONS

TENTH ANNUAL SESSIONS THIS SUMMER OF WORLD-FAMOUS INSTITUTE
AT MILLS COLLEGE AND WHITTIER COLLEGE, CALIFORNIA

IT is becoming increasingly clear that "Our Decisions Now Shape the Future Peace". This is the theme for the 10th annual session of Institute of International Relations which will meet on the Whittier College and Mills College campuses this summer.

A remarkably varied group of leaders have been secured by the Institutes to present lectures and to lead informal discussions on the many aspects of this theme.

Special emphasis will be given to the international significance of the November elections, the reconstruction of nations now under Nazi domination and the hopes of the underground resistance groups in this reconstruction, the role which Russia may play in the future of Europe, and the future of subject peoples in Africa and in the Pacific area.

In formulating a dynamic faith for an interdependent world, several of the faculty will give their answers to the question: Are there certain moral principles which must be implemented internationally if durable peace is to be attained?

Heading the faculty will be the following:

Walter Kotschnig, well-known educator from Smith College, author of *Slaves Need No Leaders*, a first-hand account of educational systems in England and the European countries, for many years general secretary of International Student Service in Ge-

neva, and onetime director of League of Nations High Commission for refugees coming from Germany;

Louis Dolivet, secretary of Free Association and editor of *Free World Magazine*, a member of French Air Corps in this war and formerly active in International Peace Campaign and in Geneva with Sir Robert Cecil;

Bertram Wolfe, book-reviewer for *New York Times* and *New York Herald Tribune*, who has lived many years in Russia, and covered the Spanish civil war as a reporter;

Kermie Eby, assistant director of research and education of Congress of Industrial Organizations, for 6 years the executive secretary of Chicago Teachers Union, and a frequent contributor of articles to *Christian Century* and other periodicals;

Walter Kotschnig, of Smith College



Lowell Joseph Ragatz, professor of Modern European History at George Washington University, a recognized

authority on all angles of imperialism especially Africa.

Institute leaders from California include Ernest B. Price, recently appointed director of Institute of Pacific Relations in this area and for many years in United States consular service in China; Hubert Phillips, social science professor at Fresno State College and active adult educator; Maria Hoge, director of the Office of Inter-American Affairs at Stanford University, who has lived most of her life below the Rio Grande; C. Langdon White, noted geographer and authority on Inter-American affairs; Carl Landauer, German-born economist at the University of California; Annie Clo Watson of San Francisco International Institute; Leslie Shaffer, traveler and one of Quakerism's leading spokesmen.

Ten Rich Days

THE topics and leaders promise 10 days of rich experience for teachers. Many teachers attend the Institutes to receive credit toward salary maintenance or to receive units of college credit, which can be earned by taking a special seminar. However, most teachers appreciate, even more than the formal lectures and roundtables, the opportunity for informal contact and discussion with the Institute leaders.

Further information may be secured from Tom Hunt, Mills College, Oakland; information about the Institute at Whittier College can be secured by addressing Ruth Nichols, Whittier College, Whittier.

Healthful Living

WHAT do we mean by healthful living for children? How can we know when an individual is growing healthfully? What are some criteria for evaluating healthful living at school and at home? These questions are answered in the bulletin, *Healthful Living for Children*, published by Association for Childhood Education; 32 pages, 35c; address Association for Childhood Education, 1201 16th Street, NW, Washington 6, D. C.

WAR JOBS WITH ACTION

The railroads are being called upon to do the biggest transportation job in all history — twice as big as in the first World War — and still growing.

You can help do this job. Railroads must have more workers — keen, alert people to do real, responsible, vital war work.

When you take one of these jobs you will really be serving the armed forces. For the great bulk of everything the Army and Navy use moves by rail.

You will be helping keep the food and fighting equipment flowing to the battle fronts.

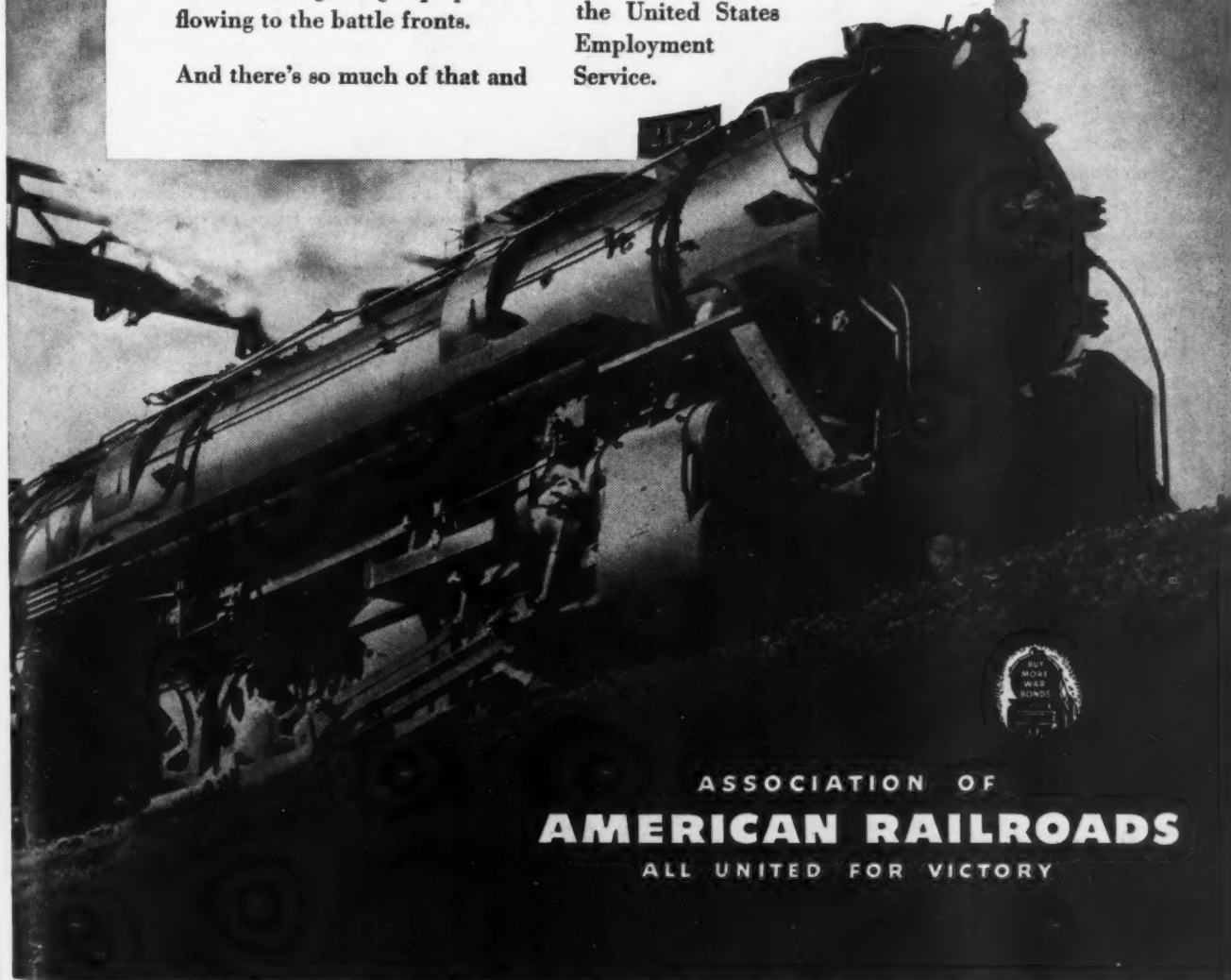
And there's so much of that and

other vital traffic to be carried that a loaded freight train must be started off on its run every four seconds.

This takes people — people to maintain tracks and signals, to repair cars and engines, to man offices and stations, to operate yards.

Every job has a direct bearing on winning the war. You work for *quicker victory* when you work for the railroads.

Ask any railroad office or agent — any office of the Railroad Retirement Board — or the United States Employment Service.



ASSOCIATION OF
AMERICAN RAILROADS
ALL UNITED FOR VICTORY



*-we'll miss
you again
this year!*

Summertime in peace years always brought many teachers to the vacation wonderlands of Glacier National Park in Montana, the Pacific Northwest and the East.

You found in Glacier Park the enjoyment, recreation and rest earned by an arduous school year. And, Great Northern Railway enjoyed the privilege of being your host to and from "the Land of Shining Mountains."

This summer you'll be too busy with wartime activities in your home community to take a long, though deserved, holiday trip. And, besides, vacation hotels and chalets in Glacier Park will not be open.

We'll miss you again this year—but we do look forward to peacetime, when you can revel and relax in the scenic splendors of the Northern Rockies. Great Northern hopes your post-war plans will include vacation adventures in Glacier National Park.



*Route of the
Empire Builder*

Asiatic Languages

Asiatic Center in Los Angeles

A DECIDED trend expressing volunteer interest in the study of Asiatic languages is being expressed by students on the University of Southern California campus.

With 153 enrolled in the current term, against 58 and 18 for the two previous semesters, the majority expressed interest, first because of future developments in the Orient, and secondly because of cultural backgrounds.

Of the total, one half are studying Chinese, according to Dr. Theodore H. Chen, chairman of the department, whose recent text with simplified vocabulary is being adopted by other institutions.

Following Chinese in interest is Korean and Malay, with Japanese last.

Campus activities at SC have prompted an Asiatic Center with club-rooms equipped with reading material, linguaphone records for practice in conversation, and a meeting-place for social events by the various club members.

Mesaland Series

UNIVERSITY of New Mexico, Albuquerque, is sponsoring an educational project, one of the first of its kind to be undertaken by a university press. A series of juvenile books called Mesaland Series is written and illustrated by members of the faculty, and is printed and published by The University of New Mexico Press.

The Mesaland Series, which opens with Book 1, Baby Jack and Jumping Jack Rabbit, is a series of childrens books about animals and plants of the great Southwest. The author, Dr. Tireman, professor of education there, is well-qualified to write this series, as he has worked extensively with children in the elementary grades and has made a thorough study of the animal and plant life of the desert and mesa.

Ralph Douglass, head of the department of art, and former cartoonist with Chicago Daily News, is illustrating the series with clever drawings.

The adapter is Evelyn Yrisarri, member of National Story Tellers League of Washington, D. C., and a specialist in stories for young children. Price \$1.25.

The Modern Child, in the modern school, must learn to live successfully in the world of Today. Plate courtesy of San Diego City Schools.



Child of Colombia

A Review by J. Burton Vasche, Director
of Curriculum, Placer County Schools,
Auburn

CHILD of Colombia is the title of an appealing little book written by Pearl K. Wimberly, intermediate grade teacher, Penryn School, Placer County, and recently published by E. P. Dutton and Company, New York City.

The story is built around the life of 10-year-old Celina, daughter of a peon laborer, who came to live with the Wimberly family during their long stay in South America, as a companion to their daughter, Joyce Anita, now a fifth-grader at Penryn School.

The book has adventure and excitement to thrill all young readers, and the picture of peon life on the edge of the South American jungles is one which will remain stamped upon their minds indelibly. For classes studying South America this is an ideal book, for it is completely realistic, based on authentic material, and at the same time full of the drama and the fire which children demand in their reading. The book is effectively illustrated by Avery Johnson.

Child of Colombia should fit particularly well into the social studies programs of the elementary schools of California and of the nation.

Twentieth Century Engineering, by Tupholme, is a popular illustrated account of many phases of modern engineering science; published by Philosophical Library at 15 East 40th Street, New York City; \$3.

Please note new address of CTA State Headquarters, now 660 Market Street, San Francisco 4.

Summer Work

For California School Teachers

CALIFORNIA agriculture will need thousands of volunteer workers if the 1944 wartime food production goals are to be reached and California teachers will find a variety of jobs, plus a hard-working, well-paid outdoor summer vacation, if they will apply.

Hundreds of teachers, both men and women, made notable contributions to the war effort through their services in the harvest fields, the canneries, and the orchards last year, but many more will be needed in 1944, according to Irene Fagin of University of California Agricultural Extension Service, who is starting her second year as assistant state Farm Labor supervisor.

In addition to seasonal harvesting work, there is an active demand for women teachers to serve as camp supervisors and group leaders; for school nurses and physical edu-

cation teachers; and for home-economics people to staff the camp kitchens and commissaries.

Comparable jobs are open to men and, again, the demand is urgent.

ADDITIONAL information may be obtained at any Extension Service Farm Labor office, or from your County Farm Advisor. Inquiries, or applications, should be addressed to Miss Fagin, or her assistant, Mrs. Marion Spoor, at Farm Labor headquarters, Milvia and Center Streets, Berkeley.



These are "PRIME MOVERS" of Fighting Americans

In this fast-moving war "gittin' thar fustest with the mostest" depends upon many thousands of compact, motor-driven units of transportation—such as the *prime mover truck*—the *landing barge*—the *transport plane*.

On the critical home front Greyhound buses are just as truly *prime movers* of fighting Americans, whether these men and women are in uniform, in working slacks and jumpers, or in plain business suits.

The colossal wartime job done by intercity buses, such as Greyhound's, can be guessed at when you learn that these

coaches may well carry more than a billion passengers this year. The great majority of Greyhound passengers are in essential war work or in Uncle Sam's fighting forces—going directly to factories, shipyards, arsenals and farms scattered along more than 70,000 miles of highway or to the very doorsteps of their homes.

That's the kind of *prime movers* Greyhound buses are proving to be in wartime. And when this war's over and won, they'll be the *prime movers* of Americans in better days to come, on a new scale of comfort and convenience.

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TO supply your needs as quickly and as thoroughly as possible, is our foremost thought. The difficulties which the war has placed in the way of ideal SERVICE to you can't, of course, be completely overcome, even by redoubled effort. But be assured, warehouse stocks as complete as possible — shipments as prompt as possible — will continue to be maintained.

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Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

New State Headquarters of California Teachers Association are 660 Market Street, San Francisco 4.

VOLUME 40 183

MAY 1944

NUMBER 5

CTA ANNUAL MEETING

DIGEST* OF ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, PALACE HOTEL,
SAN FRANCISCO, APRIL 8, 1944

Roy W. Cloud

ANNUAL meeting of California Council of Education of California Teachers Association was called to order by President John F. Brady at 9:30 a.m., April 8, 1944, in the Gold Ballroom, Palace Hotel, San Francisco. A Salute to the Flag was led by Mary Virginia Morris of Los Angeles.

The roll was called, proxies presented and seated. Special delegates were seated for the day. Minutes of the last meeting were approved.

The State Executive Secretary presented the following annual report:

To the Officers and Members of the California Council of Education Greetings:

WITH startling rapidity the years roll around and another second Saturday of April is here. With it the requirement that your State Executive Secretary present his annual report to the State Council of Education.

There is little beside the regular routine of the office to discuss that was not presented at Los Angeles on December 4, 1943.

* Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 660 Market Street, San Francisco 4.

Since that time every one of the six Sections has been visited and a good many hundreds of teachers have listened to and have taken part in discussions of California Teachers Association and its activities. These personal contacts have afforded us great pleasure.

The membership of the Association, which was seriously affected by entrance

John F. Brady was re-elected to the Presidency of CTA.



to the Armed Forces of the United States by hundreds of California Teachers, is again on the upward swing. Our heartfelt thanks is hereby expressed to the Section officers, to county, city and district superintendents, to building and county representatives, and to our other hundreds of members for their unfailing loyalty in putting on and assisting in membership drives.

Every CTA member benefits by enrollment in the Association. Many who are ready and willing to pay their dues would fail to do so except for the urging of those who believe in the worth whileness of their professional organization and put forth the additional effort which is needed to keep others enrolled.

Just now we are actively engaged in seeking new space for CTA headquarters. We have been in our present offices for over 13 years. But the needs of the United States Navy are so great that it has become necessary for us to secure another location. Moving brings with it inconveniences and expenses which are bothersome. However, we trust that suitable rooms will be available where the same services can be rendered to our members that have been given in the past.

The members of the Council will be interested to know that CTA has entered the tenure case of Rible vs. Hughes. This case involves the right of a school district to reduce the salary of a teacher who did not secure the credits required for an advanced increment and because of such failure the board reduced the salary one step of the scale. The Superior Court upheld the right of the governing board to make such a reduction. The Appellate Court reversed the decision and in the opinion, rendered by Justice Annette Adams, questions were raised which require further judicial determination. It was determined that California Teachers Association should enter the case in order that the rights of a teacher

as well as the rights of the board of education might both be determined by a Supreme Court decision. CTA has filed a brief with the Supreme Court in Miss Rible's behalf.

Two Faithful Officers

Yesterday at the meeting of the Board of Directors, two of our most faithful members gave the information that they would not accept re-election. They are Robert L. Bird and Ralph W. Everett. We owe these two men our deepest thanks for the faithful service they have given to CTA.

Mr. Bird was first elected as Director in 1925 and has been a member of the Board continuously since then. This is the longest time ever served by a Board member of California Teachers Association. The Central Coast Section has been most ably represented by Mr. Bird and the State as a whole has been fortunate in having this fine, unassuming educator give his time and his energy so freely in behalf of a good educational program.

Mr. Everett has ably represented the Northern Section for the past 6 years. It has been my good fortune to have known Ralph W. Everett for many years. He was an upper classman when I entered Stanford University. We were college mates there for two years and the friendship formed has become greater through the years. We were in the same line of endeavor and so his membership on the Board has made it possible to retain contacts which have been most pleasant for me. Mr. Everett has been a faithful member of our governing Board and every assignment which he has been requested to assume has been carried out in the fine, cheerful and efficient manner which has marked all of his educational work. These two men will be missed by everyone at headquarters and by their associates on the Board of Directors.

So much has been written about the program of California Teachers Association that it is hardly necessary for me to dwell upon the matters which must have most attention during the coming association year.

During a number of sessions of the Legislature, members have frequently complained that the teachers in their districts have failed to vote at the primary elections. In answering, the excuse has been made that the primary election has always been held during the summer vacation and that many of the teachers are away from home at that period of the year either on vacation or attending conventions or summer school. This year no such an excuse can be made. The primary election will be held on May 16. Every California teacher should be a

registered voter and should vote for California legislators and others who are candidates for office.

There is no higher privilege accorded a citizen of the United States than the right to vote and every citizen should avail himself of that right. Teachers of California have been particularly fortunate in having many loyal friends as members of the Legislature. Some of these are now seeking re-nomination. The primary election will be held on May 16 instead of August 29. This extends the campaign of many office holders for nearly four months. This is an exceptionally long time for any individual to have to appear before the electors of his district. It is the added duty, therefore, of the teachers to support those who have shown their friendship during past sessions. It is hoped that a large percentage of the candidates for legislative office will receive both party nominations at the May primaries and so will not be required to enter the extended campaign which ends on November 7.

Your Retirement Committee will report today upon the work of the special Interim Committee of the California Legislature which has prepared a tentative proposal to submit at the next Special Session of the Legislature. The Governor has promised that retirement will be one of the matters presented at the special session which probably will be held beginning on the 26th of May. There is doubt in the minds of a great many people who are familiar with

the subject as to whether or not the actuaries who are preparing the proposal for the Interim Committee will have their figures completed so that the plan can be presented in May. We hope, however, that some superman may present himself and give the desired information.

We are convinced, however, that the teachers of California shortly will have a sound retirement system based on actuarial principles.

WE trust, too, that the Special Session of the Legislature will provide the additional funds for elementary aid. The salary study recently completed by Dr. John C. Almack of Stanford University indicates that upward adjustments must be made in the salaries of hundreds of teachers of California.

There are two proposals which I earnestly hope may become law. The first is an adequate minimum salary for teachers of not less than \$1800 per year. Unless such an amount is guaranteed California can look forward to a lessening of the standards of education. This State has been in the forefront in its requirement of well-prepared, well-educated and well-trained teachers. We may not be able to retain this pride in high standards unless we make teaching so attractive that the young people who are now being lured by high salaries in industry may be willing to again enroll in the teacher-training institutions of California.

MEMBERSHIP REPORT AS OF APRIL 7, 1944

Section	April 7, 1943	April 7, 1944	Total 1943
Bay	9,303	10,290	9,844
Central	2,618	3,446	3,367
Central Coast	1,149	1,164	1,208
North Coast	528	517	601
Northern	2,804	2,944	3,002
Southern	16,676	17,353	17,210
Placement	107	123	
Life members	42	44	42
Total	33,227	35,871	35,274

FINANCIAL STATEMENT FOR THE YEARS 1942 AND 1943

	1942	1943
Revenues		
Memberships	72,414.68	69,894.00
Net Advertising Sales	9,082.48	8,696.79
Placement Commissions	21,614.97	26,527.71
Placement Telephone	383.74	296.46
Subscriptions	181.00	178.75
Interest	380.35	343.00
Miscellaneous	4.60	2.06
Total Revenues	104,061.82	105,938.77
Expenses		
Council and Board of Directors	22,010.35	18,478.74
Managerial	21,534.28	21,955.07
Sierra Educational News	36,198.91	35,089.63
Placement Division	20,450.97	18,254.24
Total Expenditures	100,194.51	93,777.68
Net Equity for year ended December 31	3,867.31	12,161.09

The second proposal which should become an actuality concerns the County Superintendents of California. So far these faithful officials have most seriously studied their own problems covering qualifications and salary. A satisfactory solution of their problem has not been secured. It seems to me that others in the Association should now give assistance in this matter so that these officials who over a long period of time have given such faithful service to the youth of California, may receive better treatment than they have in the past. I hope that members of the Association will assist in the furtherance of this important program.

The membership of California Teachers Association from the various Sections on April 7 was as shown on Page 8.

Again extending to the State Council and to the membership of California Teachers Association at large our thanks for the many courtesies which have been shown to me and to the other members of our official family during the past years, I am

Sincerely
Roy W. Cloud
State Executive Secretary

At the conclusion of the report, E. E. Smith moved, seconded by Miss Morris, that the annual report of the State Executive Secretary be accepted. The motion carried.

Retirement Report

The President then called for Committee reports. The first Committee to report was Retirement, Mrs. Louise Beyer Gridley, chairman. Mrs. Gridley's report was an exposition of the retirement plan submitted by Assemblyman Lee T. Bashore and published in the April issue of Sierra Educational News. At the conclusion of her explanation Mrs. Gridley stated that the Retirement Committee had approved the following motions:

It was moved and seconded that we express our appreciation to the Interim Committee for the work they have done and that we approve the general principles as set forth in their tentative outline of a Teacher Retirement System.

It was moved and seconded that it be the recommendation that at least one of the members of the Investment Board be a member of the California State Teachers Retirement System.

Mrs. Gridley moved that the action of the Retirement Committee be approved. The motion was seconded by Mrs. Knezevich and carried.

THE next Committee to report was Financing Public Education, Frank M. Wright, chairman, whose report is as follows:

Report of CTA Committee on Financing Public Education

Date: Friday, April 7, 1944.
Time: 9:30 a.m.- 1:30 p.m.
Place: Palace Hotel, San Francisco.
Chairman: Frank M. Wright.

The meeting was called to order by Chairman Frank M. Wright and the roll taken. The question was put to the group whether to remain as a committee-of-the-whole or divide into sub-committees to consider separate problems and to reconvene later in the day to hear reports and take action. Following a presentation by Walter Bachrodt of the critical need for immediate attention being given to State elementary school support, it was decided to have the entire committee give consideration to the problem.

A motion was duly made, seconded and unanimously passed for the Chair to name a committee to contact the CTA Board of Directors conveying to that body the opinion of the members of the Finance Committee that immediate steps be taken to circulate a petition for an initiative measure to increase State support for elementary schools in California so that the same may be placed on the November ballot.

The following committee was named:
Homer Cornick, Chairman, Harold Simar, Pansy Jewett Abbott, Walter Bachrodt, Fred Bewley, Frank M. Wright.

The meeting adjourned to reconvene at 1:30 p.m., at which time the sub-committee was to render its report.

Afternoon Session

Chairman Wright called the meeting to order and Mr. Cornick reported that the CTA Board of Directors voted unanimously to take immediate steps relative to the proposed initiative measure. It was announced that the petition would be printed, distributed to school authorities and arrangements made to secure a campaign fund for radio and newspaper publicity. The fact was stressed that the time limit was such as to necessitate quick action on the part of all school people participating.

A motion was made, seconded and passed that a recommendation be sent to the Board of Directors of the State Council that \$90 per a.d.a. be the basis for the proposed initiative measure.

While \$90 was recommended by the Finance Committee, the Board of Directors in approving the request made to them by the subcommittee, did so on the basis of \$80. This was explained and clarified to the Council during the afternoon session.

J. E. Carpenter, representing the Adult Education Committee, made a brief report, following which it was decided that Chairman Wright name sub-committees whose responsibilities will be to acquaint themselves with specific problems of education and to render reports to the Finance Committee for action.

Dr. John Sexson requested that the Finance Committee consider the recommendation of the Junior College Committee relative to a thorough study of schools on all levels of education be made by Alexander Herron's Commission, of which Dr. Walter Dexter is chairman of a sub-committee on Post-War Education. After a discussion, it was moved, seconded and passed that the CTA urge the importance of furthering such a study which may include finance, organization, units of administration, etc.

A motion was made, seconded and passed that the editorial staff of Sierra Educational News be requested to prepare and publish data relative to school funds, for the purpose of clarifying such problems as the need for balances at the close of the fiscal year, and other items, the purpose being to acquaint the membership with data to meet current criticism against the schools.

Chairman Wright announced the appointment of a committee to urge Governor Warren's immediate attention to the continuation of increased elementary support so that action will be taken at the special session of the Legislature in May.

The following were named to act with him:

Homer Cornick, B. F. Enyeart, T. C. McDaniels, Will Wiley, Pansy Jewett Abbott.

There being no further business, the meeting adjourned.

Summary of Committee Action

1. Chairman to name committee to meet with CTA Board of Directors, requesting action for circulating petitions for an initiative measure for increasing State support for elementary schools.

2. Recommendation to the Board of Directors and State Council that \$90 per a.d.a. be the basis for the proposed initiative measure.

While \$90 was recommended by the Finance Committee, the Board of Directors in approving the request made to them by the subcommittee, did so on the basis of \$80. This was explained and clarified to the Council during the afternoon session.

3. Recommendation that CTA urge Alexander Herron's Commission, of which Dr. Dexter is Chairman of a sub-committee on Post-War Education, to provide for a thorough study of school finance, organization, etc., be made on all levels of education.

4. Recommendation to Sierra Educational News to publicize school finance accounting, especially as it relates to balances at the close of the fiscal year.

5. Approval given to Chairman's suggestion to consider various proposals to come before Finance Committee through sub-committees to be appointed by Chairman, said sub-committees to continue study between semi-annual meetings, and to report to the committee of the whole.

6. Committee on elementary school support to request not less than \$6 and preferably up to \$20.

Mr. Wright moved the adoption of the report. The motion was seconded by Mr. Cornick. Considerable discussion followed. Mrs. Davis moved an amendment to the motion that the Board of Directors refer the matter of an initiative to a Committee to ascertain if the school trustees, the State superintendents, and the PTA will help with their advice and counsel. The motion was seconded. After considerable discussion the amendment was put and lost.

County Superintendents

Mr. John R. Williams, chairman of the Committee on Problems of the County Superintendents, stated that he had expected to make the report of his Committee in the proper order on the agenda but that the report of his Committee considered solely this matter of initiative amendment for elementary aid and he wished to make the report at this time in connection with the discussion on the motion. He stated that the county superintendents were heartily in favor of such an amendment but that they were fearful that there was not sufficient time to secure sufficient signatures and to develop a successful campaign. They wish to call the attention of that fact to the Council so that the Council in approving action working toward an initiative would realize that there was a great chance in presenting the amendment at this time with so little time and preparation for it, that it might be lost.

After additional discussion the chair put the motion on the acceptance of the report which included a directive to the Board of Directors to immediately take steps to put an Initiative Amendment on the ballot to increase State elementary school support. The motion carried.

Mr. Landis moved that the Board of Directors be authorized to expend such sums of money and to arrange for the collection of such sums of money that might be needed in carrying out the direction to put an initiative measure on the ballot and a subsequent campaign for its passage. The motion was seconded and carried.

President Brady then called upon Dr. Frank Lindsay of the State Department of Education to bring greetings to the Council meeting. Dr. Lindsay spoke briefly.

W. K. Cobb, County Superintendent of Ventura County, extended greetings from the State Congress of Parents and Teachers. Sam H. Cohn, former Deputy State Superintendent of Public Instruction, was present and was recognized from the chair by President Brady.

Student-Teachers Presented

The members of Executive Council of California Student Teachers Association were present. President Brady asked Miss Euline Bruesch, state secretary of the Student-Teachers Association, to introduce the delegates present.

The following members of CSTA Executive Council were introduced:

Mrs. Charlotte Tracy, Chico State College.
Anita Perry, College of the Pacific.
Kay Swap, Humboldt State College, incoming Vice-President.
Patricia Hodson, LaVerne College.
Euline Bruesch, La Verne College.
Rosalie Goldstein, San Francisco State College.
Beatrice Ferraris, San Francisco State College.
Marian Gabriel, San Francisco State College, incoming Secretary.
Alma Pierini, San Jose State College.
Donda Hanley, San Jose State College, incoming President.
Helen Meyer, Santa Barbara State College.
Hildegard Seidel, University of California, Berkeley.
Frances Squires, University of California at Los Angeles.
Mary Katherine Honan, University of California at Los Angeles.
Mary Jane Jennings, University of Southern California.

PRESIDENT Brady asked Abby Perry, chairman of the Committee on Essentials of the Modern Curriculum, to report for her Committee. Miss Perry stated that her report was merely a report of progress and would be submitted in writing. The report submitted by Miss Perry is as follows:

This committee met Friday. Dr. Frank Hart, professor of education, University of California, Berkeley, spoke very ably on Aviation Education in the Modern Curriculum. He urged that changes be made in the curriculum to meet the new demands and that we consider the airplane and its influence upon our way of life.

In order that teachers may be better prepared for these changes, a national committee has prepared a syllabus for college instructors. This may be secured for official groups by writing to the U. S. Department of Commerce

Aviation for Elementary Teachers
Aviation Educational Service
Civil Aeronautics Administration, Washington, D. C.

A short discussion of the G.I. Way of

Education and its influence on the public schools was interesting and constructive.

The study of closer relations with South American countries and their education, with the idea of exchanging teachers, was referred to this committee. Contacts were made with Pan-American officials in Washington, D. C. A good deal of available information was sent:

1. Lists of films of South America which are reported very fine by those who have seen them;

2. Application blanks for those who wish to try for exchange or visiting teacher;

3. A list of available pamphlets.

The South American countries are anxious for American teachers to come to them for English-speaking classes. Because of their extensive educational program, now being launched, they cannot spare any of their own.

Mary Mullen, president of the Elementary Principal Club of Southern California, felt we might think it necessary to take the same action concerning our teachers going away with our war time shortages.

All materials were turned over to the CTA Committee on Inter-cultural Relations.

The fact that some of our high school boys are returned from war, anxious to return to school and misfits in this short time, was brought to our attention.

A recommendation was made that a report be given at the December meeting of the progress being made by the supervisors group in their study on the social sciences.

Post-War Curriculum

DR. William R. Odell, chairman of the Committee on Planning the Post War Curriculum, reported as follows:

A meeting of the Committee on Planning the Post-War Curriculum was held at 9:30 a.m. Friday, April 7, 1944, California Room, Palace Hotel, with most of the members present and a number of visitors also in attendance.

A discussion occurred with respect to the activities and functions of this Committee. In order not to duplicate activities of other state-wide groups, such as the State Curriculum Commission, CTA Committee on Essentials of the Modern Curriculum, and other groups having more facilities and funds, it was agreed that the basic responsibility of this Committee is to analyze and disseminate information and material on

post-war planning as it relates to the educational program of local districts and of the State as a whole.

Three subcommittees are to be active before the next State Council meeting.

The first of these is to carry out the recommendation of the preceding meeting of this Committee. The chairman will appoint an operating committee to analyze further factors that seem likely to influence the California school program in the post-war period, upon the basis of which will be issued a general statement of suggestions useful to local post-war planning committees throughout the State.

The second and third sub-committees were formed on a voluntary basis, including the following members:

Elementary Sub-Committee:

Mary Sweeny, San Francisco.
Mrs. Amanda Bonwell, Long Beach.
Mrs. Laurel O. Knezevich, Los Angeles.
Dorothy E. Merriman, Campbell.
Beulah Knight, Los Angeles.
B. J. Davis, Lakeport.

Secondary Sub-Committee:

Ruth A. Hazelet, Long Beach.
Ilma B. Oatman, Oakland.
Homer J. Kreps, Ventura.
Henry Wilson, National City.
J. V. Doren, Eureka.
Vernon J. Stoltz, Livermore.

These committees made the following recommendations, and are expecting to have available at the next State Council meeting problems relating specifically to their fields of education for discussion by the entire sub-committee:

Elementary Sub-Committee Recommendations:

1. Collect material for Elementary Review and send comments to chairman.
2. Objectives—prior meeting to Council meeting in December.
3. Inform educational committees of local groups.
4. Clear statement—Shall there be a Language Committee?
5. Agree on material by correspondence and present facts in Sierra Educational News.
6. Definitions for
 - A. Post-War.
 - B. Influences—
 - Shifting population.
 - Social value.
 - C. Curriculum.
7. Work with Chairman of Curriculum Commission.
8. New Materials.
9. Finances.
10. Recommend to other committees, as Student-Teachers Association.
11. Consider
 - One-room schools.
 - Metropolitan areas.
 - Union districts.

Secondary Sub-Committee Recommendations:

Feeling that the curriculum matter is a present and post-war problem, the sub-committee on Secondary Schools Problems recommends careful scrutiny of the proposed report of California Curriculum Commission, in relationship to the reorganization of the subject-matter fields and standards of attainment.

Two points in particular grew out of the discussion:

1. In many respects it is now already "post-war."

2. If we are to affect post-war plans, we must be at work now, since plans and programs are being made and actually are under operation.

It was suggested that the following bibliography of materials be appended to our report, either for distribution to the members of the State Council or reproduced in Sierra Educational News.

Section A—Sources of Material and Bibliographies on Post-War Planning

Section for information on Studies in Post-War Reconstruction United Nations Information Office, 610 Fifth Avenue, New York: List of Agencies Engaged in Post-War Planning: Gives names, addresses, and statement of functions of governmental, non-official, international, and non-American agencies carrying on research in post-war planning and reconstruction. In 11 parts, with 7 supplementary reports up to and including March, 1944. Bibliography on Post-War Planning and Research: In 11 parts up to and including October, 1943.

Bureau of Public Administration, University of California, Berkeley 4: Post-War California: Monthly Digest of Information Published in Cooperation with the California State Reconstruction and Reemployment Commission.

California State Chamber of Commerce, 350 Bush Street, San Francisco 4: California—Magazine of the Pacific, Vol. 34, no. 1, January, 1944—Index of Post-War Research and Planning Activities.

Section B—Selected General Materials on Post-War Planning

Columbia University Press, New York, 1943: Defensible Spending for Public Schools—by Arvid J. Burke.

Superintendent of Documents, Government Printing Office, Washington 25, D.C.: Report on War and Post-War Adjustment Policies, February 15, 1944, by Bernard M. Baruch and John M. Hancock.

Committee on Education, Chamber of Commerce of the United States, Washington, D.C.: Education and Training for Demobilized Service Personnel. Retraining War Workers for Peace-time Activities.

National Association of Manufacturers of the United States of America, 14 W. 49th Street, New York City 20: Post-War Conditions and Trends—Analysis by Noel Sargent, Secretary Questions and Answers about Post-War Problems (As developed in panel discussions at N.A.M. post-war conferences). Second Report of the Post-War Committee of the National Association of Manufacturers.

American Council on Education, Washington, D.C.: Latin America in School and College Teaching Materials—Part I reprinted from the Report of the Committee on the Study of Teaching Materials on Inter-American Subjects.

Institute of Adult Education, Teachers College, Columbia University, New York: Report of the Commission on Post-War Training and Adjustment. A statement of principles relating to the educational problems of returning soldiers, sailors, and displaced war industry workers. Marching Home—Educational and Social Adjustment After the War. Considerations relating to the training of community and national workers, leaders, and counselors to be concerned with the educational, vocational, social, and personal adjustment and the rehabilitation of men and women leaving government service. By Morse A. Cartwright.

School of Education, University of California, Los Angeles 24: Planning Post-War Education. Proceedings of the Conference on Planning

Post-War Education, School of Education, University of California, Los Angeles.

University of the State of New York, State Education Department, Albany, New York: Regents Plan for Post-War Education in the State of New York—1944.

State Reconstruction and Reemployment Commission, Sacramento: California State Reconstruction and Reemployment Commission pamphlet—Objectives, Organization, Program—March, 1944.

Federal Security Agency, U. S. Office of Education, Washington 25, D.C.: Memorandum to Chief State School Officers from J. W. Studebaker, U. S. Commissioner of Education, March 8, 1944, on the subject: National Conference on State Educational Organization to Cooperate with the Federal Government.

Oakland Public Schools, 1025 Second Avenue, Oakland 6: Industrial Post-War Planning by J. Hugh Jackson, Dean Graduate School of Business, Stanford University.

Long Beach Public Schools: Preliminary Report of Commission on Education for Physical Fitness. Preliminary Report of Commission on Preparation for Life Work. Preliminary Report of Commission on Guidance Services. Preliminary Report of Commission on the Education of the Young Citizen.

New Voters

For the Committee on New Voter Preparation and Recognition, Dr. Jesse A. Bond, chairman, reported as follows:

THE Committee on New Voter Preparation and Recognition of the State Council was organized some years ago for the purpose of developing, stimulating and coordinating a program of education in California designed to equip young people intelligently to enjoy the privileges and to carry the responsibilities of the 21-or-more year old citizen.

The committee has attempted to define what these privileges and responsibilities are and has given detailed consideration to methods and means of preparing young people to meet them. Pamphlets bearing on the topic have been written under the auspices of the committee and have been disseminated for use throughout the area. State-wide organizations such as the California Congress of Parents and Teachers, the School Trustees Association, luncheon clubs, and the State Chamber of Commerce have been contacted by the committee and encouraged to conduct educational programs dealing with citizenship and voting. The committee believes that through these and other activities some accomplishments have been attained.

However, the committee feels that the overwhelming majority of youth are still reaching the age of 21 with little understanding of the real significance of their new found privileges. The resulting almost inevitable early development of indifference to it all is a situation which need not create surprise. The fact is that but a relative few are being reached and even many of this group are among those needing attention least.

At the December 1943 meeting of the committee the present program of new voter preparation was frankly evaluated in light of the size of the responsibility. It was considered haphazard and altogether inadequate, this largely as a result of there being no uniform

method of maintaining contact with young people between the time they finish high school and reach age 21. The committee was thus led in its thinking to seek some way of narrowing this gap so that specific training for voting and the major responsibilities and privileges of approaching adulthood which it suggests could be stressed in high school and be made immediately effective by offering the opportunity of casting the ballot.

Two sub-committees were formed to study and report on the situation. The first committee consisting of Dr. Buel Enyeart, C. W. Preston, and Ralph Burnight chairman, considered the matter of lowering the voting age to 18. While these gentlemen in their report of April 7 were agreed in pointing out that 18-year-old youth are immature and evidence almost as much indifference to voting as their parents, if properly challenged and wisely instructed in high school relative to their functions as responsible citizens and voters, not only could they vote with some wisdom at age 18 but they could be sufficiently impressed with the actual responsibility to result in their seeking further education which may be available to them in their several communities after they have completed high school. The motion was thus made and unanimously passed to the effect that there be placed on the ballot as soon as it can be legally done, an Amendment to the Constitution of the State of California to lower the voting age from 21 to 18. The committee arrived at this action not at all because of any sentimental desire of being good to these young people but solely on the basis of making it possible to educate them for specific responsibilities.

Inasmuch as the effectiveness of such a program would depend largely upon the kind of training in high school, the second sub-committee consisting of Chester Hoar, Elmer Stevens and James Gardner, chairman have presented a report which describes in some detail what the program should include, and outlines broad procedures for carrying it out. The committee expressed the belief that a specific program was possible and feasible and would represent a challenge to teachers as well as to pupils.

The Committee on New Voter Preparation believes it has given sufficient consideration to these proposals to warrant asking the State Council as a whole to endorse them.

Dr. Bond moved that the report receive the support of the Council and that the Council do whatever is necessary to carry out its provisions. The motion was seconded by Mrs. Davis and carried.

President Brady then adjourned the Council meeting for luncheon, to reconvene at 2 p.m.

Noon

UPON reconvening after luncheon, Vice President Helms assumed the chair. He stated that the special order of business set for 2 p.m. was the election of members of the Board of Directors and called for nominations.

The Bay Section nominated John F.

Brady and Walter T. Helms; Central Section, Raymond Kendall; Central Coast Section, E. K. Bramblett; Northern Section, Robert R. Hartzell; North Coast Section, William A. Chessall; Southern Section, R. B. Huxtable, Leland Pryor, Harold Seal.

Board of Directors

Chairman Helms called for additional nominations from the floor. Mr. Simpson moved, seconded by Miss McSardle, that the nominations be closed and the Secretary be instructed to cast the unanimous ballot of the Council for those named. Secretary Cloud then cast the unanimous ballot of the Council for the Board of Directors members:

John F. Brady	William A. Chesall
Walter T. Helms	R. B. Huxtable
Raymond Kendall	Leland Pryor
E. K. Bramblett	Harold Seal
Robert R. Hartzell	

Portraits of the two new members will appear in our June issue.

Nominations were then called for for National Education Association delegates. The Central Section nominated Hattie Hammat, Fresno; Estey Long, ; Central Coast Section, Frances Beeson, Fremont School, Salinas, Mrs. Ann Uzzell, Sunset School, Carmel; North Coast Section, William A. Chessall; Bay Section, Irene Snow, District Superintendent of Elementary Schools, Napa, Dr. Wallace W. Hall, Kentfield, Mrs. Beatrice Brown, Roosevelt School, Modesto, Ellen O'Brien, Vallejo, Mrs. Celia Gifford Snow, Berkeley, David A. Pfeiffer, Sonoma, Paul A. Silvey, San Francisco (alternate: Marguerite E. Connolly, San Francisco), Genevieve I. Jordan, San Francisco (alternate: Sylvester L. Kelly, San Francisco), Homer E. Cleary, Oakland, Millis Caverly, Piedmont.

Mr. Mapes moved, seconded by Mr. Corey, that the names so nominated be declared delegates of California Teachers Association to the Pittsburgh, Pennsylvania, meeting of the Delegate Assembly of the National Education Association. The motion carried.

Mr. Corey then moved that those persons to be named later by any Section not now reporting be declared delegates to the National Education Association by the President and Secretary. Mr. Mapes seconded the motion which carried.

Mr. Ralph Everett, retiring member of the Board of Directors from the Northern Section, made a short talk of appreciation for the privilege he had been given to serve on the Board of Directors as representative of the Northern Section. Mr. Robert L. Bird, also retiring from the Board, expressed his thanks for the privilege of serving so many years as a Director representing the Central Coast Section.

VICE-PRESIDENT Helms then stated that Committee reports would be continued. Miss Edith Pence, chairman of the Committee on Youth Problems and Delinquency, made a lengthy and important report, too long to publish here, but available as a 4-page mimeographed document, single space. The recommendations of her committee were:

Recommendations of the Youth Problems and Delinquency Committee

1. Recommendations based on the program of the Interim Committee of the Legislature on Delinquency, as presented by Assemblyman Lorne D. Middough:

That whether through new legislation, better enforcement of present laws, the establishment of new facilities or the more effective use of facilities already available, the following be provided for:

1. That in the enforcement of section 702 of the Welfare and Institutions Code, relating to contributing to the delinquency of minors, suggested that we call for an opinion from the Attorney General and statements from the Youth Authority and from the Governor's Committee on Youth in Wartime.

2. That provision be made for more effective inspection of housing in automobile courts and trailer camps.

3. That provision be made to require parents or guardians of children of 16 years of age and under to prove that they have provided adequately for the care of their children before being allowed to take a position or to continue to work if children are found not to be properly cared for.

4. That Article 20, section 22, of the State Constitution be amended by eliminating the mandatory provision that all "on sale" liquor businesses be bona fide restaurants, and that the Legislature regulate the entry of minors into such "on sale" places of business and that all laws to prevent entry be enforced 100%.

5. That provision be made whereby minors between the ages of 16 and 18 in any jail must be segregated from the other prisoners located therein.

6. That legislation be enacted to require that unattended motor vehicles shall have the keys removed therefrom and the ignition locked.

7. That the present 24-hour school law be amended so that funds may be appropriated to effectuate the purpose and intent of the law.

8. That all housing projects be required to provide and maintain adequate recreational facilities.

9. That facilities be developed at once for the handling of psychopathic and defective delinquents.

10. That sufficient funds be appropriated for acquiring or constructing additional State correctional institutions, such institutions to be small rather than over-large.

11. That State funds be made available for facilities and personnel to assist recognized recreation activities, and that proper steps be

taken to secure a supplement of Federal funds for the same purpose. That more extensive and more effective use be made of the funds now available.

12. That Section 1725 of the Welfare and Institutions Code be repealed so that the three members of the Youth Authority will be returned to full-time basis.

13. That the Governor be commended for establishing an Advisory Committee on Youth in Wartime, and that he be urged to augment this committee by adding representatives of all State departments whose functions have any authority over minors and that the committee be given permanent and legal status, and that local communities be urged to adopt such a plan.

14. That Congress be requested to classify as essential to the war effort all key leaders of essential youth-serving organizations, including playground directors, probation officers, recreational leaders, teachers.

15. That municipalities establish or sponsor boys and girls clubs which shall be self-governed and adult-advised, and that these clubs be located in centers where delinquency is most prevalent.

16. That Federal, State, County and City departments and agencies recognize the seriousness of the transiency problem among children and coordinate their efforts to provide better temporary detention, medical treatment, individualized study, and long time care, including return to places of legal residence where such return is found to be desirable.

17. That all county and municipal governments be urged to pass curfew laws where community conditions warrant and that such laws be consistent with present day conditions to make for more effective enforcement.

18. That a study be made of our entire probation system and that standards be established for probation officers such as will dignify this work as a profession and will secure a more effective administration of our probation system.

19. That provision be made to stop the practice of hotels and rooming houses renting rooms to minors unless sponsored by a parent, guardian or social agency, and that they be required to report promptly to the police when minors apply to rent rooms without such sponsorship.

2. Further Recommendations:

1. That the Governor be asked to include legislation for the prevention of juvenile delinquency in a special session of the Legislature. The CTA will not take the initiative but will be ready to support satisfactory legislation.

2. That the State Department of Education conduct a survey of the employment of minors to determine the adequacy and the degree of enforcement of present laws relating to the employment of minors; that the present laws be more strictly enforced.

3. That there be wider establishment of Parental Schools to cooperate with the courts.

4. That there be just and thorough prosecution, under the law, of adults contributing to the delinquency of minors.

5. That there be wider use of school facilities, for longer hours and for more days of the week, for recreational and social activities.

6. That legislation be enacted providing that "play leaders" may be employed during the hours that school is in session.

7. That there should be more and smaller institutions for education, custodial care, and correction.

8. That sex education be extended in the schools, to be presented in definitely suitable situations and by properly trained teachers.

9. That 18 years of age or graduation from high school be required for participation in activity as hostesses or entertainers for the armed forces in hospitality centers.

10. That the cooperation of the Inter-cultural Relations Committee be sought in dealing with delinquency problems due to racial differences.

3. Matters for a Long-Term Program.

1. Study of a plan for subsidizing parents to encourage them to have and properly raise families, such plan to be in keeping with our democratic social system.

2. Study of a plan whereby State and/or Federal aid may be secured for non-academic subjects, to encourage more flexible curricula, with local control. The purpose of the wider curricular offering is to meet the needs of pupils of limited academic ability. Some school districts cannot afford this.

Miss Pence moved the adoption of the recommendations contained in her report. The motion was seconded by John R. Palmer and carried.

Mr. Bachrodt requested that the matter of the initiative on elementary aid be reopened and moved that the Board of Directors have the right to make changes in the proposal when it is expedient. The motion was seconded, but after discussion was withdrawn.

Dr. Sexson moved that the amount of State aid asked for shall be \$80 per pupil in a.d.a. The motion was seconded and carried.

Miss Pence moved that the Board of Directors appoint a committee of four members from the Youth Problems Committee to deal with Assemblyman Middough regarding legislation. The motion was seconded and carried. The chair appointed as members of this committee Edith Pence, Chairman; Melvin Bowman, Marcella Richards and Emmett Clark.

Vice-President Helms called for a report of the Committee on Salary Schedules and Trends. George O. Lockwood, chairman, was not present. The report was given by Alvin Rhodes representing Chas. E. Teach of San Luis Obispo, a member of the Com-

mittee. Mr. Rhodes commented on Dr. Almack's salary and cost-of-living report. He stated that the Committee recommended to the Council that a study be made of salary schedules as a basis for possible future action for a minimum salary schedule law. He moved the adoption of the report which motion was seconded and carried.

Teachers Salaries

THE State Council Committee on Teacher Salary Trends met as scheduled at 7:30 a.m. Roy Cloud acted as chairman in the absence of George Lockwood, the regular chairman of this Committee. When Mr. Cloud was called away he designated Alvin Rhodes to act as chairman.

The meeting opened with a discussion of the status of the Federal Aid Bill and of certain effects which its passage would have upon education in California.

Mr. Cloud reviewed the Congressional action which sent the bill back to committee and indicated that work on the bill was still actively in progress. The present bill calls for an appropriation of \$300,000,000 per year, \$200,000,000 of which would be apportioned to the states on the basis of the number of teachers employed and \$100,000,000 on the basis of need. California would receive none of the latter. Of the first sum, California would receive about \$9,000,000, or approximately \$198 per teacher. The bill's opposition in California is based on the contention that this state would contribute \$21,000,000 to Federal Aid while receiving only \$9,000,000 in return. Mr. Cloud mentioned various arguments which may be used to meet this objection, one of which is the fact that our state must now spend more than its proposed share in Federal aid to educate children coming to California from sections of the United States where their proper education has not been provided.

The second major discussion of the committee concerned the forthcoming Almack Report on Teachers Salaries and Living Costs. Preprints of the summary appearing in the April issue of Sierra Educational News were distributed to the committee members, and the introductory letter by Roy Cloud was read. It was felt that this report, prepared at the request of the committee on Salary Trends, would offer an excellent basis upon which salary adjustment might be made. Mr. Cloud reported that copies of the preprint would be distributed to Council members in the afternoon session.

A third subject of discussion by the committee concerned current salary trends and their effects upon teacher procurement.

The movement of teachers from rural to metropolitan areas was cited as an effect of unequal pay scales. Instances of bidding for teachers among employing authorities were related. The practice of using long-term substitutes, with salaries totaling less than that required by the minimum-salary law, was described. The effect of the minimum-salary law

in establishing a maximum as well as minimum salary was pointed out. Many school-boards, particularly in smaller districts, accept the State salary figure as the maximum as well as the minimum, and assume that they are justified in paying only "The Salary" specified in the law.

It was recognized that the minimum-salary law is providing essential protection to the teachers of the State and that it would be extremely unwise to remove or limit this law. On the other hand it was felt that definite benefits would be derived from a statutory minimum-salary schedule rather than a straight minimum-salary law. This would mean that salary-increments based on length of service would accrue to teachers regardless of their location or changes of location in the State, and the "ceiling" effect of the minimum salary law might be corrected.

It was proposed that the subject of a minimum-salary schedule should be taken under study by the Association. Any immediate action to change the existing minimum-salary law in favor of such a schedule was deemed to be unwise, but it was considered advisable that a study of the subject be undertaken at this time in order that facts might be available if and when more definite action should be undertaken.

In view of this discussion the committee adopted the following resolution:

This Committee recommends to the Council of the California Teachers Association that a study of salary-schedules be undertaken by the Association in order that a basis be provided for possible future action in behalf of the establishment of a minimum-salary schedule law for the State of California. (Adopted by vote of 5 "yes", 2 "no".) Respectfully submitted, Alvin E. Rhodes.

MARY ELLEN DICKISON, chairman of Youth Employment Committee, made the following report:

Youth Employment

THE Committee met and after discussion has several recommendations to present to this Council.

Due to the fact that summer is approaching, our recommendations deal with harvest and summer camps.

We recommend —

The contract between the sponsoring parties or agencies and the farm groups requesting the labor shall include, besides points already agreed upon:

1. A physical examination for each boy or girl to insure physical fitness.
2. That each boy or girl at least make his expenses, or be sent home. This to be done at the discretion of the supervisor.

We recommend —

1. All supervisors of summer harvest camps be released from civil service restrictions.

2. That the State pay the sponsoring group the money made available by the Food and Fibre Act for supervision and operation, in order that the supervisors and camp director be paid their wages on the 1st and the 15th of the month.

3. Due to the fact that supervisors are on duty 24 hours a day we recommend that said supervisors be allowed to supplement the \$7.50 paid by the State, by working with the minor workers being paid by the employer at the prevailing rate.

We recommend —

1. That the school labor agreement and student agreement forms compiled by George Lunt, representative of the Agricultural Extension Service, Riverside County, be published in Sierra Educational News, with a brief article by Mr. Hartman explaining the agreements and that a mimeographed copy of each be sent to every County Superintendent. (See also Page 34 of this issue.)

Our last recommendation but not the least that the Board of Directors appoint a member of the Agriculture Extension Service as a member of the Youth Employment Committee.

Miss Dickison moved the adoption of the report which motion was seconded and carried.

Junior Colleges

LELAND M. PRYOR, chairman of the Committee on Junior College Problems, reported as follows:

Members of the Council:

Your committee upon Junior College Problems has been working most diligently. There is probably no area in our public school system that has been harder hit by the war than has been the public junior colleges. The universities and the State teachers colleges are supported by appropriations, but the junior college is largely supported by appropriations based upon average daily attendance. The decrease in attendance has brought about a multitude of problems which center around the financial support of junior colleges. The termination of the war will not bring a cessation of the financial problems of the junior college.

Members of the Federal Congress are thinking of financing the education of as many as a million persons after they are discharged from military service for at least one year. May I call to your attention the fact that approximately 6% of the entire military force of the United States has come from California. Consequently, we can look for 6% of 1,000,000 individuals, or a total of 60,000 men and women coming out from the armed forces who will be in need of training such as the junior colleges of California can offer.

To those 60,000 individuals we must add those members discharged from the service from other states of the Union who for one reason or another will want to continue their educational training in California. That number will be large.

In addition to the above two groups, there will be many, many thousands of others who will be coming back from industry who will be seeking training. It would not be surprising to find that the total number of these groups who will be seeking such training as the junior colleges can offer might total more than 100,000 persons. When we stop to think that the peak enrollment in the regular day classes of junior colleges was about 50,000, we see at a glance the magnitude of the problems facing junior colleges when we can anticipate two applications for admission for every one that we can accommodate in our junior colleges under present conditions.

One of the first things that needs to be done in order to make junior colleges fully available for such a training program is to bring about a few minor changes in the California School Code.

The committee wishes to present the following resolutions:

1. Be it resolved that the California Teachers Council of Education through proper representation confer with the representatives of the State Department of Education and request the Governor's sub-committee on Readjustment Education of the California State Reconstruction and Reemployment committee to include in its recommendations for the coming special session of the Legislature, the specific request for legislation to be passed to make junior colleges fully available to service men and women and war workers for further education and retraining.

2. A motion was made and seconded that Dr. John A. Sexson appear before the committee on Financing Public Education to suggest to them the inclusion in their report of a request that funds be made available for a state-wide study of the financial support of education. Dr. Sexson met with the committee and reported back that they would include such a request.

The committee wishes to point out that both the Adult Education Committee and the Junior College Problems Committee have been working upon the problem of the education for individuals of post-high school age. It has been discovered that the two committees are apparently in conflict upon some issues. At a conference this morning between representatives of the two committees, it was felt that the conflicting views could be reconciled. Consequently, two members of the Junior College Committee met with the Adult Education Committee at their luncheon meeting. Progress was made in the reconciliation of the conflicting views. The resolution of the Junior College Problems Committee which I am about to introduce was presented to the Adult Education Committee at their meeting. Inasmuch as there is still some conflict, the resolution of the Junior College Committee is being brought to the Council with the full knowledge of the members of the Adult Education Committee. A joint committee of the two groups will meet again in Bakersfield and it is our belief that the conflicting views will be completely reconciled.

Mr. Pryor moved the adoption of the following resolution:

Be it resolved that the California Teachers Council of Education, through proper representation confer with the representatives of the State Department of Education and request the Governor's sub-committee on Readjustment Education of the California State Reconstruction and Reemployment committee to include in its recommendations for the coming special session of the Legislature, the specific request for legislation to be passed to make junior colleges fully available to service men and women and war workers for further education and retraining.

The motion was seconded by Miss Morris and carried.

Mr. Pryor then moved the adoption of the following resolution:

Whereas: The effect of the war has created a great educational back-log and the personnel of this back-log is composed of adults, and

Whereas: These adults will wish to attend schools of post-high school character, and

Whereas: Our evening high schools, trades schools and junior colleges have amply demonstrated their capacity when properly financed to organize and conduct education services for adults, and

Whereas: The development of a separate classification of schools to serve adults would further complicate the present forms of district organization and control at a time when simplification and unification are needed in the interest of educational efficiency and economical management, now therefore be it

Resolved: That California Teachers Association lend its support only to such plans for the development of adult education in district public schools as are or will be organized and conducted within the framework of the existing classifications of secondary schools and will oppose the institution of any new and separate classification within the District Public School System to foster adult educational services.

The motion was seconded by Miss Morris and carried.

Mrs. Louise Beyer Gridley, California Director for the National Education Association, addressed the State Council as follows:

I AM happy to bring you greetings from National Education Association. I am very sorry that Leonard Bowman, member of the Executive Committee of NEA, is not here, as he planned to speak to you about the work of the Association and its wonderful plans for future.

I must report that at present we can assume that only about \$12,000 has been collected of the \$36,000 set as the NEA War and Peace Fund quota for California.

Many districts in the State have reported 100% of their quota (San Diego, Fresno,

Tuolumne County, Napa Elementary, Vallejo, and others, and many others are still working hard. Won't you please put your enthusiasm behind the work when you return home, so that when the California delegates appear at Pittsburgh they may be able to give a report which compares favorably with that of such States as Arkansas, Mississippi, or Georgia, where teachers are not so fortunate as we.

The last issue of Sierra Educational News has a splendid article by Dr. Sexson on the needs and purposes of the Fund.

In the matter of NEA membership things are a little brighter even though we have not reached our quota of 24,000. We have a membership of 19,246, an increase of 2500 over last year. We lack 756 of the number necessary to have a second State Director. Certainly that is worth working for.

I should like to ask again for your cooperation and enthusiastic help in putting California nearer the top of list, where it belongs in the activities of the national association.

Mrs. Alma Thompson, chairman of the Committee on Public Relations, reported that there was no report at this date.

Mr. John R. Williams, chairman of the Committee on Problems of the County Superintendent, stated that the report of his committee had been given during the discussion on the initiative amendment during the morning.

Adult Education

Warren Dayton, chairman of the Committee on Adult Education, made a brief verbal report of the Committee meeting. He stated that the report of his Committee would be submitted in writing for inclusion in the minutes. The report will appear in our June issue.

David MacKaye presented the following resolutions for the Adult Education Committee:

WE re-affirm our support of a sound program of free education for adults to be conducted by the respective school districts of the state under the guidance and leadership of the state department of education and we specifically approve the presentation to the legislature of amendments to existing provisions of the Education Code for the following purposes:

1. Recognition of adult education as a definite function of the free public school system of the state.

2. Retention of adult education as a phase of this system under the direction of local governing boards.

3. Provision that local boards have the authority to give any instruction fitting the needs of adults and to grant appropriate recognition of skill and accomplishment.

4. Provision for a simple system of state support for adult classes and schools such as is now provided for elementary and secondary schools, using a basis of three hours for a day of attendance and \$90.00 per unit of annual daily attendance, with an institutional or administrative allotment such as is provided for high schools and junior colleges.

5. Repeal of all conflicting provisions in the present Education Code, including especially those providing so-called bonuses for the first thirty units of average daily attendance.

Resolved that it be recommended to the Council that it instruct its Committees on Junior College and Adult Education jointly to give the matter of adult education legislation further consideration and research.

Dr. Dayton moved the adoption of the resolutions with the understanding that that part of the resolutions referring to financing of schools be referred to the CTA Committee on Financing Public Education. The motion was seconded by Mr. Walsh and carried.

Childhood Education

THE Childhood Education Committee report was presented by the chairman, Nora L. Pearson, as follows:

1. The Committee met for luncheon with 12 members present.

2. The committee agreed to carry on specific studies leading to recommendations in the fields of health, character education, parent education, and the lowering of the age for compulsory education from 8 years downward.

3. It is the hope of the Committee that a Friday meeting can be arranged for the December meeting.

4. Moved and seconded that this Committee give its complete support to the proposed Initiative Amendment, without thought of including the Kindergarten in the program. The motion was carried.

5. Moved and carried that the Committee make an intensive study of the problems of group guidance and education of children of the ages from 2 to 6 years, such study to include adequate financial support, teacher preparation, and physical arrangements for such education. It is further

requested that the Committee on Financing Public Education be asked to share in this study.

Mrs. Pearson moved the adoption of the report which motion was seconded and carried.

Equal Opportunities

The Equal Opportunities Committee report was presented by Miss Cecilia O'Neil, chairman, as follows:

EQUAL Opportunities Committee met in Palm Court, luncheon.

1. The Committee recommends that an article be published in Sierra Educational News, stating the stand taken by the State Council of the CTA on the Equal Rights Amendment. (See Page 33 of this issue.)

2. That copies of the article be sent to (a) officers of NEA, (b) members of NEA Equal Opportunities Committee and (c) to all NEA State Directors. We ask that the above article be accompanied by a letter from our State Executive Secretary, Roy W. Cloud, confirming our action on the Equal Rights Amendment.

3. That the NEA delegates from the CTA be instructed to lend their support to the Equal Opportunities Committee of the NEA in its efforts to have the national association endorse the Equal Rights Amendment.

4. That the Committee chairman communicate with the Congressmen from California, asking each to sign the discharge petition to bring the Equal Rights Amendment out onto the floor.

5. That all teachers be instructed to exercise their right to vote in all elections and that teachers avail themselves of the right to use the absentee ballot when necessary.

Miss O'Neil moved the adoption of the report which motion was seconded and carried.

Miss Mary Virginia Morris, chairman of the Committee on Intercultural Relations, gave a progress report only. This is a new committee and the meeting at luncheon was their first meeting.

UNDER the heading of new business the State Executive Secretary presented at the direction of the Board of Directors, a recommendation that a change be made in Provision 5 of the Articles of Incorporation, to read "that the number of Directors of said Association shall be not less than 9 nor more than 15." The Secretary explained that it was necessary for the State Council to approve such a recommendation and that after such approval the recommendation must be submitted to every member of California Teachers Association for a vote.

He stated that ballots for voting on the proposal would appear in Sierra Educational News.

A. J. Cloud moved that the Council approve of the change in the Articles of Incorporation as recommended by the Board of Directors. The motion was seconded by Mr. Pryor and carried.

The State Executive Secretary then presented a recommendation from the Board of Directors to the State Council that the dues of CTA be raised to \$5 per calendar year and that the allocation of the dues be

\$3.50 to State Association and \$1.50 to the Section.

Mr. Pryor moved the adoption of the recommendation. The motion was seconded by Mr. Kendall. After discussion Miss Morris moved that the matter be postponed for consideration until the December meeting. The motion to postpone was seconded and carried.

No further business appearing, Vice-President Helms declared the meeting adjourned.

THE INITIATIVE CAMPAIGN

Roy W. Cloud

AT the annual meeting of the State Council of Education held in San Francisco, Saturday, April 8, the Council, by unanimous vote, decided to submit directly to the electors of California an Initiative Constitutional Amendment to increase State aid for the elementary schools from \$60 to \$80 per pupil in a.d.a.

In order to secure a place on the November 7 ballot, it is necessary to have 188,000 valid signatures on the Initiative petitions. These petitions are now being circulated in every county of California.

At present, the Constitution of California provides that the State must furnish \$60 per pupil a.d.a. for elementary education. This \$60 is divided into two distinct amounts of \$30 each.

The first contribution of \$30 by the State must be used exclusively for teachers salaries.

The second \$30 per unit of a.d.a. is the State's contribution, which was formerly raised by county taxation, but now contributed entirely by the State, as provided in Section 15 of Article XIII of the Constitution. It provides that 60% of this amount (the second \$30) must be used for teachers salaries, the balance to be used for other school purposes. This second \$30 allocation is the one which the Amendment proposes to change.

In brief, the Amendment states that this \$30 shall be increased from 100% to 166 2/3% of the entire amount, thus providing that the amount shall be raised from \$30 to \$50 per unit of a.d.a. Thus, the total increase is from \$60 to \$80 (\$30 + \$30 + \$20 = \$80).

Teachers and others interested in Education are now circulating these petitions. We believe that by May 22 all of the required signatures will have been secured. This will insure the placing of the Initiative upon the November ballot.

A Campaign Committee has been appointed by the Directors of California Teachers Association to plan for the November election. The needs of increased State support for public education will be outlined and put before every voter. It is our earnest hope that this amendment will be given a majority vote in the November election.

TEACHER TENURE

A REPORT ON TEACHER TENURE IN CALIFORNIA

Roy W. Cloud

CALIFORNIA Teachers Association, in 1911, presented to the Legislature a proposal which was passed and became the State's first continuing contract law for teachers. It simply provided that a teacher who was not to be reemployed by a school district should be notified, in a prescribed manner, before June 10 that her services would not be required for the following year. In the absence of such notice the teacher was automatically reelected. Such reelection was continued from year to year thereafter unless the notice of dismissal was given by June 10.

In 1921, the continuing contract law of 1911 was changed. The new law of 1921 provided that in any district in which there were 8 or more teachers employed, and in which there was a principal or administrator who rendered full or part-time service, the teacher after a 2-year probationary period would become permanent, if elected for the 3rd year.

In 1927, the law was again amended. The law of 1927 provided that every person employed by a district in a position requiring certification qualification, irrespective of the size of the district, who had completed a 2- or 3-year probationary period, as determined by the governing board of the district and had been elected for the next consecutive year, would have permanent tenure. School trustees denounced the law as unfair and undemocratic. They claimed that once a teacher had attained tenure it would be impossible for succeeding trustees to ever discontinue the services of the teacher.

So much controversy was aroused that in 1931, notwithstanding the fact that many of the members of CTA believed and still believe that all teachers should be protected by tenure, California Teachers Association recognized that the pupil size of the district was a major factor. The Association,

therefore, had introduced a legislative proposal which provided permanent tenure for a teacher who had completed 3 years of satisfactory service and was reelected for the 4th school year. This proposal provided tenure for teachers employed in a district in which there were 300 or more children in average daily attendance.

The members of the Legislature themselves changed the "300" to 850 a.d.a. The law, as it was then enacted, provided that in any district in which there are 850 or more pupils in average daily attendance, permanent tenure shall be granted to a teacher who had taught 3 complete consecutive school years and had been reelected for the 4th year.

Transfer of Teachers

The reason for fixing a limit of average daily attendance was to satisfy the chief complaint of the school trustees, which was that tenure should not be given unless there was the opportunity for the transfer of teachers. Because each school district in California is autonomous there is no legal procedure for the inter-district transfer of teachers. The law since 1931 has been modified particularly with respect to the procedure for the dismissal of teachers but the essential provisions of the law have remained the same.

Since 1931 every session of the Legislature has seen attempts made to drastically change the teacher tenure law or to entirely eliminate its provisions. However, the tenure regulations have been maintained.

WITH this history as a background, some of the factors will be discussed which have caused unrest among the governing boards of school districts. Shortly after the passage of

the 1931 law, a number of boards of school trustees refused to reelect teachers who would have attained permanent status. The number of such districts was quite large. However, these districts gradually came to understand that wholesale dismissals penalized the school districts, that where good teachers were being dismissed in many cases it was not possible to secure teachers who could render equally effective service, so the practice of dismissal became less and less with each succeeding year until at present there are few instances in which the trustees dismiss their teachers solely to avoid the tenure law.

To the Courts

A teacher in California who has tenure status may not be dismissed for cause until the Superior Court has determined the cause for her dismissal exists. The determination of the Superior Court may be appealed to the Appellate Court and may, under certain conditions, be heard by the Supreme Court of California. Governing boards of school districts have the same right of appeal if the decision is in favor of the teacher. A number of cases have been taken to the courts. Many of these cases were decided in favor of the teachers, but a large number have been decided in favor of the governing boards of the school districts.

The California tenure law requires certain definite procedures to be followed if a teacher is to be dismissed. In many of the cases which have been decided against the district, such adverse decisions were occasioned by the fact that the provisions of law had not been followed in sending notices of dismissal to probationary teachers at the close of the probationary period. A few of the cases were decided in favor of the teachers when it could not be shown that any real reason existed for such dismissal. In those cases where all of the provisions of the tenure law had been observed and a showing of good cause for the dismissal made, the teachers have been dismissed.

Tenure is good for both the school district and the teacher. A teacher has the right to know that through tenure, he can become a permanent resident of a certain part of the State. He knows that so long as he behaves himself and acts like any other honest citizen of the community that some trivial action of his which has caused dissatisfaction on the part of a parent or guardian of a child will not result in his dismissal. Previous to the passage of the tenure law in California, it was a common practice of boards of trustees to dismiss a teacher for the flimsiest of reasons.

ONE of the most beneficial results of tenure is that governing boards and the superintendents of the districts are required to inspect the work of their teachers more carefully than had ever before been the case. It is also necessary that reports of the teacher's work and general attitude towards the pupils, the other teachers and the administration shall be recorded.

Ability and Loyalty

It has been the desire of the boards of education and of the superintendents that tenure should not be accorded a teacher who has not given evidence of adaptability for the position and ability to perform the work in the various classes to which he has been assigned. It has been necessary, therefore, for school administrators to know that a teacher is willing to do his full duty and cooperate thoroughly before a recommendation is given to the board for the re-election of the teacher for the 4th consecutive school year when tenure will be attained.

It has also been necessary during the probationary period for a teacher to give the finest service and fullest cooperation during this 3-year period. It is rare, indeed, that a teacher who has so served for 3 years will fall into lax habits when tenure has been attained. Of course, there are cases where, because of illness or mental disturbances, the inefficiency of a teacher becomes extremely noticeable.

In such cases the law provides a remedy through leave of absence or the dismissal of such teacher.

Very Few Dismissals

During the period of the last serious depression in California, the administrators and governing boards of school districts were saved much embarrassment because of the tenure law. Local pressure was often put upon these officials to appoint the daughter or other relative of a prominent citizen who had just been graduated from a college or university. The superintendent at that time, because of the teacher tenure law, could state there was no vacancy and a vacancy could not be created.

The law has been beneficial to teachers because every teacher in the State knows that he cannot be unjustly dismissed whenever charges have been brought against him which might result in his severance from his position. He knows that he is entitled to regular notification and legal procedures wherein his rights are fully protected until it is shown that he has committed some act or omission which is just reason for dismissal.

California Teachers Association, in its preparation of a tenure law, endeavored to protect the interests of the school board, as well as to protect the teachers.

During the 23 years that the present tenure law has been in operation, there have been thousands of teachers employed in the various schools of the State. Yet during that time there have been relatively few cases of dismissal of teachers who have attained tenure after 3 years of probation.

T EACHERS may properly be considered as State employees in the sense that they are employees of a State school system. California, as does many other States, gives civil service protection to its State employees. Tenure can be considered as a form of civil service.

Tenure has been condemned frequently. To use an analogy, the daily

papers portray numerous evidences that people who have entered into the relation of matrimony have broken its laws. Suits are daily pending before the courts in which there are charges that there has been ill faith or that there has been fraud or collusion connected with some contract. Yet the institution of matrimony and of other contractual relations have not been condemned or criticized to any marked degree.

Tenure, with its relatively few cases, gives certain people grave concern. Probably less than a fraction of one percent of the teachers of California who hold tenure are ever given notice of dismissal. Such a tiny percentage indicates that the great majority of teachers are faithful to their trust and are giving the kind of service which they should. These faithful workers should certainly have the protection of tenure thrown about them.

The school children, of course, are the major consideration. They are the ones who should have experienced, conscientious teachers in order that they may receive the lessons which will fit them for life. Tenure does give them the right kind of teachers. So it is just and proper that teacher tenure should prevail in the various States of our nation.

* * *

An article by Charles Bursch, chief, division of schoolhouse planning, California State Department of Education, was selected for reprinting in the April issue of Educational Digest, Ann Arbor, Michigan. Entitled Parents Room for Elementary Schools, Mr. Bursch's article originally appeared in California Schools magazine.

Please note new address of
CTA State Headquarters, now
660 Market Street, San Francisco 4.

EDUCATION AND INDUSTRY

AN ACCOUNT OF NAM-CTA CONFERENCES IN CALIFORNIA*

Roy W. Cloud

AT the delegate assembly of its convention in 1941, the National Education Association decided to establish a Commission for the Defense of American Democracy through Education. Dr. Donald duShane, superintendent of schools of Columbus, Indiana, was chosen as executive secretary of this new group. Dr. duShane conferred with the members of his Commission and it was decided that an effort should be made to develop a better understanding of mutual problems between business and education.

In order that that relationship might come to pass, the Commission requested Dr. Alonzo F. Myers, professor of education at New York University, and chairman of the Commission, to inaugurate a program through which business and industrial leaders of the country could have a first-hand understanding of educational problems.

Dr. Myers discussed this matter with the President of the National Association of Manufacturers and it was decided that the project be launched and conferences be held between NAM and educational leaders.

In July 1942, immediately following the NEA convention at Denver, Dr. Myers came to California and arranged two conferences in which business-men and educators discussed problems of common interest.

George R. Langlois, manager, Pacific Coast office of the National Association of Manufacturers, San Francisco, accepted the responsibility of planning with Dr. Myers the first two meetings.

For the first meeting, held in Los Angeles at the Biltmore Hotel on July 7, 1942, Mr. Langlois secured the services of several outstanding business-men of the Los Angeles metropolitan area. Dr. Myers made the ar-

rangements, for those from the educational field, at the office of California Teachers Association, in Los Angeles. The plans for the meeting in Los Angeles were outlined and educational leaders were contacted and gave their assent to serving as conference chairmen and group leaders.

At the meeting, 50 representatives of the public schools, headed by John F. Brady, president of California Teachers Association, and 50 representatives of industry, members of NAM, met at 11:30 at the Biltmore Hotel, and after luncheon divided into 5 groups of 20 each, half from industry and half from the schools. Five different subjects had been chosen by Mr. Langlois and Dr. Myers. These were thoroughly discussed for two hours, after which the groups came together and reports were made. A general discussion followed. The meeting adjourned at 5 o'clock.

Los Angeles, San Francisco, Oakland

A similar meeting was held at the St. Francis Hotel in San Francisco on July 9, 1942. The plans for the San Francisco meeting were made with Dr. Myers at the Association's headquarters in San Francisco. As in Los Angeles, 50 school people, representing teachers, principals, superintendents and college professors, attended. The same subjects considered by the Los Angeles groups were presented to 5 sections which were each made up of 10 educators and 10 members of NAM. The same procedure was followed at the San Francisco meeting as had been noted in Los Angeles. Everyone present praised the project highly as having very considerable value. It was then decided that there would be further meetings of these two groups.

The second meeting in the Bay

area was held on November 13, 1942, at the Athens Athletic Club, Oakland. There were three preliminary meetings held by the representatives of the NAM and CTA. Subjects were fully discussed and timely problems were brought to the attention of the 50 representatives of NAM and the 50 representatives of education.

As at the previous meetings, Mr. Langlois courteously deferred to education and John F. Brady called the meeting to order. There were two chairmen at Athens Club meeting — Walter Johnson, president of American Box Corporation, and Dr. Frank N. Freeman, dean of School of Education, University of California, Berkeley.

The subjects chosen for study were Youth and Industry, Student Work Programs, Women in Industry, and Personnel. This meeting was different from the previous meetings, as the participants met at 4 o'clock, immediately went to the 4 groups to which they had been assigned and studied their problems until 6:30, when all the participants met together at dinner. Immediately following the dinner, Mr. Johnson and Dr. Freeman took charge of the meeting, called for reports, and general discussions followed.

A third meeting in the Bay area was held on Wednesday afternoon, November 3, 1943, at San Francisco Junior College. As at the previous sessions, several preliminary meetings were held by representatives of CTA and NAM. It was decided that the matters for consideration would be Child Care Centers, Social Studies, Federal Aid, Future Opportunities in Industry, and Industrial Education Within and Without the Classroom.

Third Bay Meeting

President Brady again called the meeting to order. Stanley Peddar, president of Emeryville Chemical Company, served as chairman; Dr. William R. Odell, city superintendent of Oakland schools, was co-chairman. The general assembly was followed by group conferences, then dinner in the school cafeteria, where group confer-

*This article was first published in California Journal of Secondary Education, March, 1944.

ence reports were presented and final summation given.

The meeting at the Junior College was of unusual interest, as Dr. A. J. Cloud, president of the College, and Mr. Paul Mohr and other members of the faculty planned the arrangements in such a manner that every one of the participants felt that it was a real education to have the opportunity of attending the conference.

PLANS are now in progress for another meeting sometime before the summer vacation.

The greatest praise should go to the NEA Commission for the Defense of American Democracy through Education and to the National Association of Manufacturers for their willingness to have meetings of this kind.

Beginning Psychology

FIRST Course in Psychology, by Woodworth and Sheehan, a text of 460 pages with illustrations and graphs, is published by Henry Holt and Company, with California office at 536 Mission Street, San Francisco; price \$1.80.

Dr. Woodworth, who in 1903 began his long career as professor of psychology at Columbia University, has written two previous books published with Henry Holt and Company, — (1) *Experimental Psychology* and (2) *Psychology*. The latter, first published in 1921, is now in its 4th edition.

The First Course text is planned to fit a full school year, each chapter constituting a weekly unit. As the authors well state in their preface "The study of psychology is no longer a luxury in the curriculum — it is a necessity."

whole true merit shows up and is rewarded more quickly under the pressure of war necessity. The man who wins out is likely to realize that his training has been of great value to him, or that the lack of it, or the unsoundness of it has been a handicap. Our boys, home on leave, tell us this frequently. My own experience in World War I strongly bears it out.

Training Experiences

In that war the recruit was given a series of training experiences from the School of the Soldier up through the squad and company, while the officer candidates and officers attended Army Schools almost in chain succession. The names may have changed, but the intensive training, or education, of the soldier or sailor follows the same pattern today.

And promotion, even total Army success, correlates closely with success in these Army training units. The service man may very easily have his faith in training, education, greatly intensified by his series of experiences. Small wonder then that he leaves the Army, when that time comes, with a great deal more faith in schools than he had prior to his induction. His increased maturity adds to the clarity of his vision.

He is thrown into a world which is, for the time at least, a strange world to him. There have been changes since he left home. The greater changes may be in him, but he may not realize that. He must have immediate training in how to meet these new problems. He cannot turn to the high school, it smacks too much of boys and girls; he is likely to be impatient of the college process; the adult school is the one place to which he can look for training on his own level.

WILL adult education be prepared to meet his needs? On its ability, resourcefulness, and readiness is likely to depend the next great advance in education.

ADULT EDUCATION

ADULT EDUCATION AND THE RETURNING SOLDIER

J. W. Getsinger, Superintendent of Schools, Carmel, Monterey County

WRITERS are quite agreed that the great development in adult education followed closely after the First World War. The late Frank Debatin is quoted as saying:

"The World War was the spark that set off what might be termed the Era of Adult Education. It was largely the returning soldier who demanded it with great emphasis. 'If you want to get somewhere in this world you must know something', he insisted. The interest that began at that point grew and expanded and prepared the field for the work of recent years."¹

At this time it would seem wise to examine more closely into the possible roots of this growth, what factors caused the returning soldier to demand more education, and what is likely to happen after this war? It may be assumed that the factors are complex. Perhaps their central tendencies may be discerned.

Wide travels, far beyond his contemporaries; contact with men from every part of the United States, and with many from foreign countries; more intense use of mechanized equipment, with introduction to many types of mechanization new to each individual, these are probably important factors.

Equal Footing

But there are other factors which would seem to overshadow even these. Men entering the Army are, to a very large extent, on an equal footing. Each stands or falls, advances or remains a private, on the basis of what he can do, what he knows, and how well he can perform. His former social standing, his wealth or poverty, his relatives and his "pulls" are left behind him, along with his civilian clothes.

There are many elements of chance in Army, as in any, life, but on the

1. Debatin, Frank M.: *Proceedings of Ohio Valley Regional Conference on Adult Education, Cincinnati, April 8-10, 1937.*

BUY-A-BOMBER CAMPAIGN

A TYPICAL SCHOOL PROJECT FOR WINNING THE WAR

Robert S. Farrar, Vice-Principal, Santa Ana Senior High School

LAST year the students of Santa Ana Senior High School sponsored and carried through to success a Buy-a-Bomber Campaign. To our great satisfaction and pride, the War Department named one of its Mitchell bombers "Sammy Saint," the traditional symbol of our school.

The success of last year's campaign proved a challenge to the student body this year. Early in the fall there was a contest for a design for Sally Saint, to represent the girls of the school. Once they had selected the winning design, students saw the possibility of a Sally Saint bomber campaign to purchase a flying mate for Sammy. At this juncture the official picture of Sammy Saint came from the War Department and served as a further stimulus. The student Board of Control and the Girls League agreed to serve as co-sponsors and completed arrangements for a bomber campaign during January, 1944.

It is gratifying to report that, although competition was keener this year and many civic organizations were working simultaneously to sell bonds for their own credit, the campaign was a signal success. Actual sales at the High School booth were \$41,096.50 and total sales \$191,275. Since \$175,000 is required for a medium bomber, there was actually a surplus!

There are few projects which any school might undertake that serve so many purposes as does a campaign of this sort:

1. Encouraging young people to save their money for future use rather than wasting it on unnecessary purchases of luxuries.
2. Helping to prevent inflation by siphoning-off surplus money of both students and community.
3. Aiding students to form the habit of regular, systematic purchases of stamps and bonds.
4. Driving home the point that there is a war to be won and that we must all support it all the way.
5. Developing school spirit and a sense of individual and group pride in the school's war efforts.

Bomber campaigns are not new nor a particular achievement of our High School. Many schools have conducted similar campaigns successfully — each undoubtedly has its own special techniques. The procedures we found most valuable are the following:

1. Use every available avenue of publicity:

1. Frequent announcements to the student body in the daily bulletin, carefully and enthusiastically written.

2. Our school paper, *The Generator*, featured this campaign with headline articles, pictures,

special letters to parents, and comment in the "school-happenings" column.

3. Posters and cartoons, including a large banner in the central hallway.

4. Display of bombers and books on aviation in the Library show-case.

5. Large illustrated chart showing the progress of Sally Saint toward the official picture of the bomber Sammy Saint.

6. Student speakers from the Speech classes, after careful coaching, gave pep-talks to each class in school.

7. The local newspaper, *Santa Ana Register*, printed several articles, some with accompanying pictures.

2. Assemblies:

1. A special assembly of the Girls League, at which Miss Ford of the local CSO drew chalk pictures. These were awarded as prizes to the largest purchasers of bonds the following day — the winners bought respectively \$2000, \$1500 and \$1150.

2. Santa Ana Army Air Base brought an excellent program and complimented the student body by decreeing a Santa Ana High School Sunday for our students at the Cadet Review held at the Base.

3. We dedicated each week's purchases of bonds to a Sammy Saint who gave his life in combat duty. The *Generator* printed his picture and the Service Flag in the foyer was displayed in his honor.

4. At the end of each week's sales, we posted an honor-roll giving the names of all students who purchased stamps and bonds by classes — sophomore, junior,

senior. We further promoted inter-class competition by maintaining separate sales booths for each class in the foyer daily.

5. We invited as guest of the school for one day each of the 4 weeks a hero back from foreign service. Both the Army Air Base and the Marine Base gladly furnished us representatives.

6. The Girls League operated our downtown Victory House two Saturdays during January. The High School Band presented a 15-minute program near Victory House both Saturdays.

7. A student committee solicited banks, finance companies, building and loan associations, theatres and other institutions where bonds are sold, asking that they give credit to the High School in all cases where purchasers — many of whom do not find it convenient to come to the High School to buy their bonds — requested. The cooperation throughout the community was excellent.

8. Prizes:

1. An 8x10 picture of the Sammy Saint bomber won last year, hand-tinted in oil, to each purchaser of a \$100 bond or larger. We awarded a total of 70.

2. A grand prize of a \$25 bond to the winning boy and girl. The winning boy was responsible for obtaining bond purchases in excess of \$14,000.

THERE may be many other devices for insuring the success of such a campaign, but we found these satisfactory and can recommend each of them to other schools which may be planning a similar campaign.

(Please Turn to Page 40)

A picture of the Mitchell medium bomber named Sammy Saint, purchased through war bond sales at Santa Ana Senior High School; this picture is hung in the Board of Education Building. Terry Ragan, out-going student body president, is shown as he presented the picture to Frank A. Henderson, superintendent of schools, and members of the board of education.



SCHOOL SUPERINTENDENTS

ASSOCIATION OF CALIFORNIA PUBLIC SCHOOL SUPERINTENDENTS

Roy E. Simpson, President of the Association; Superintendent of South Pasadena City School and South Pasadena-San Marino High School Districts

OUR Association this year is enjoying the largest membership on record. This healthy condition exists for several reasons.

First, there is a strong feeling throughout the State that this is the time for concerted leadership in our entire State educational program.

Second, the chief administrators in every school district are charged with the responsibility to advise with all professional and lay organizations and individuals to the end that the best educational program possible for the several communities is developed and kept abreast of the time.

Third, educational groups and individuals have by resolution, letter and other means of communication requested our Association to proceed with the appointment of certain committees, whose duties it will be to assist in effecting needed research, surveys and other constructive measures to add further strength to the public school program.

Fourth, Superintendent H. H. Cornick, our Secretary, P.O. Box 626, Santa Cruz, is helping to remind superintendents that the \$5 dues is a source of liquid assets to help accomplish our objectives.

The affairs of the Association between the annual meetings are conducted by the officers: President, Roy E. Simpson; vice-president, W. K. Cobb; secretary, H. H. Cornick; treasurer, Vaughn D. Seidel; Board of Governors, Mrs. Agnes Weber Meade, William G. Paden, and Ira C. Landis.

Thirteen section chairmen serve as leaders in the several geographical areas of the State. This year their duty is to coordinate the several educational functions in those areas. This may be accomplished by close cooperation with the already existing groups or by calling together separate groups.

Excellent section programs already reported have been held at San Diego, Will C. Crawford, chairman; Los Angeles, Willard S. Ford, Glendale, chairman; Ventura, Mrs. Muriel Edwards, Santa Barbara, chair-

man; Salinas, Albert M. Davis, Monterey, chairman; Redlands, John Branigan, Redlands, chairman.

The Legislative Committee, Walter Bachrodt of San Jose, chairman, cooperates closely with California Teachers Association's State Legislative Committee.

Many of our superintendents serve as district superintendents in elementary, high school, or in combined districts; many also serve as school principals. This permits interlocking of effort which is conducive to best growth.

The Association is actively represented upon all important State and local educational committees.

The chief interests aside from the more immediate local problems center in:

1. Post-war adjustment plan for returning war veterans.
2. Articulation and support of adult education.
3. Post-war junior college problem.
4. Need for satisfactory research upon a state-wide basis.
5. Need for expanded State Department of Education staff to meet demands for an over-all effective service.

The colleges of our State and our State universities are giving considerable assistance in helping to further the solution to these issues.

Given sufficient background based upon

Roy E. Simpson, President



good sound research which is more universally understood and we can develop an understanding among men and women through our several agencies which will lead us to act and act wisely.

State Sections and Chairmen

1. San Diego and Imperial counties; chairman: Will C. Crawford, San Diego.
2. Riverside and San Bernardino counties; chairman: John Branigan, Redlands.
3. Los Angeles and Orange counties; chairman: Willard S. Ford, Glendale.
4. Santa Barbara and Ventura counties; chairman: Mrs. Muriel Edwards, Santa Barbara.
5. North Coast area—Sonoma, Del Norte, Marin, Humboldt, Mendocino; chairman: David Durst, Petaluma.
6. Contra Costa, Alameda, and San Francisco counties; chairman: William R. Odell, Oakland.
7. San Mateo and Santa Clara counties; chairman: Walter Bachrodt, San Jose.
8. Monterey, San Benito, Santa Luis Obispo counties; chairman: Alb Monterey.
9. Glenn, Butte, Siskiyou, Modoc, Shasta, Lassen, Tehama, Plumas; chairman: Robert R. Hartzell, Red Bluff.
10. Lake, Colusa, Sutter, Yuba, Sierra, Nevada, Placer, El Dorado, Amador, Alpine, Calaveras, San Joaquin, Sacramento, Solano, Napa, and Yolo Counties; chairman: J. R. Overturf, Sacramento.
11. Stanislaus, Tuolumne, Merced, Mariposa, Madera, and Fresno counties; chairman: Harold Rowe, Madera.
12. Kern, Kings, and Tulare counties; chairman: Thomas L. Nelson, Bakersfield.
13. Mono and Inyo counties; chairman: Mrs. Dorothy Cragen, Inyo.

* * *

At the National Business Teachers Association convention, Detroit, J. Evan Armstrong, president of Armstrong College, Berkeley, was elected president. He has been active in the Association work for many years. His institution is one of the accredited colleges for the training of teachers for California public schools.

* * *

Who's Who In America, volume 23, 1944-45, comprises over 32,000 sketches and including over 3,000 new names which have not appeared before. The new volume is taller and thinner, easier to handle and better suited to shelving requirements. This indispensable reference book of 2,300 pages has a place in every school library. Issued by A. N. Marquis Company, 919 North Michigan Avenue, Chicago 11.

HIGH SCHOOL CADETS

Emil Lamar, Lieut. Inf. CNG, Commandant of Cadets, Berkeley High School

IN less than a year, acting under authority of Military and Veteran's Code, Chapter 738, act of 1943, Brigadier General Ray W. Hays, Adjutant General of California, has organized some 100 cadet companies in the high schools of the State.

Never before has such a program met with more enthusiasm and determination by the high school boys of the Golden State. Playgrounds, athletic fields, streets and even vacant lots are being pounded by the feet of energetic lads who hope that when their time comes for induction they will be ready to defend the glorious flag of the United States and the freedom under which they have their freedom.

Berkeley High School has answered with 4 companies. This year the first time in the school's history that a military program has been attempted.

The program, as prescribed by the Adjutant General, has met with a fine response on the part of the boys. The course-of-study is well-planned and is a pre-induction course. The boys of high school age are more wideawake to-day than ever before. They desire military information since they feel that they themselves will have to help this nation to Victory.

The program here is now well underway. The basis for a good organization, essential to meet the proposed plan of military instruction in a high school, includes the following:

1. It is necessary to start the program with several outstanding leaders in the school. These boys eventually are the best prospects to become Cadet Officers.
2. The Board of Education, as well as the principal of the school, must be in harmony with the program and give it the utmost cooperation.
3. A plan to organize and maintain a Cadet Corps must be outlined. The course-of-study, as given in Rules and Regulations Governing the California High School Cadets, must be adopted.

At Berkeley High, the above preliminary approaches to a successful Cadet Corps were accomplished. Elwin LeTendre, principal of the school, recommended to the

Board of Education that it purchase uniforms to equip some 400 cadets. This move immediately added morale to the proposed program. High school boys felt that the Board members had confidence in their ability to develop into an aggressive organization.

The problem of training cadet officers for command of the four companies was started 7 weeks before the organization of the companies. A cadet officers class was organized. Out of some 150 applicants, 50 of the best-qualified boys were selected. These 50 boys were put through an Officers Training Course, held one hour each day before the start of regular daily session.

At the end of the 7-week course, a rigid examination was held. The first 16 boys with the highest average for daily work and best grades in their examinations were commissioned as cadet officers by the Adjutant General. It is needless to say that the Adjutant General and his staff took a great interest in our method of preparatory organization. The majority of the Adjutant General's aides are former high school prin-

cipals who have been commissioned as officers in the California National Guard. These men understand the high school problems and their efforts in helping individual schools in organizing their Cadet Corps are invaluable. Captain Leo A. Harris, Field Director under the C.H.S.C. program, graciously presented the Berkeley High School candidates with their commissions at a special high school assembly. The former Fresno High School principal was right at home before our student body. His comments on the aims of C.H.S.C. program made the students realize that cadet training will help the boys most when they are inducted into some branch of the Armed Forces.

SINCE our boys have been wearing uniforms, a great change in their posture has been noted. They no longer walk from class to class with drooping shoulders. Every cadet seems to be possessed with a certain degree of pride, and it is readily seen that they are very much concerned with their immediate future.

The State Adjutant-General plans to give two more Officers Training-Courses to schoolmen interested in teaching military training in high school under the present law.

The dates for these two schools are: August 20-27, UCLA, and September 10-17, University of California, Berkeley.

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GINN AND COMPANY

MASS CRAFTSMANSHIP

PROJECTED BY INDUSTRIAL ARTS EDUCATION

B. N. Fryer, Santa Barbara State College

MASS craftsmanship may be said to be mass production with conscious design imported into it: related information, cultural values, a higher standard of living, put into the things we live with.

Craftsmanship of past days resided in single articles designed as being made under one pair of hands or directed in the making by one head even when several pairs of hands worked on them. Knowledge of design being limited in extent and confined also to one head, was much less than is available today, when the pool of knowledge fed by printed material flowing from all lands to common centers, by a capillary attraction, forms a fount for common use. These days knowledge is global.

With advent of the Machine Age, crafts and trades become industry, extensive factories with intensively organized and specialized production superseding individual workers and small groups of workmen under personal direction of a master. The machines brought, too, volume turnover and mass production, keeping pace with aggregating populations.

During a transition period, in which it was preached that man was slave to the machine, workmen were slow in adapting themselves to machine-work; machines were comparatively crude and power and its transmission were of uncertain quantity.

Advent of the automobile was an ethnic milepost: men became machine-minded because numbers of individual families in the more advanced nations owned machines charged with power and calling for understanding and attention from all members of the family.

Domestic machinery entered homes on the heels of the sewing-machine and the automobile (or in its dust). The proverbial small boy common to family organisms tinkered with elec-

tricity in its various manifestations and applications to domestic use and built and ran radio sets, meantime aspiring to fly airplanes, of which he knew the models and makes and talked about as glibly as his father had chattered of automobile designs and idiosyncracies a generation before.

In parallel movement, printed matter became increasingly general with details of the arts and crafts, trades and avocations, so that what once were occult possessions and trade secrets of individual men and exclusive coteries are now of common access, with innumerable cross references of basic principles between related human activities: one patent result is that functional design has inched into industrial enterprise.

The Stage Is Set

Specialist designers now plan work before it goes to the machines. Previously design was worked into articles as they were made, by the maker himself. Now men, skilled in turning to machines as readier tools to intensify production in quality as well as in quantity, will want to know more of design. The stage has been set for mass craftsmanship.

It looks too that it has been set for industrial arts education to sponsor it. There have been indications that the movement is already in embryonic activity in industry. The printing industry has its international craftsmen's clubs working along the lines of this objective, impressing the typographical revival of the William Morris school (chiefly artists interested in crafts) on all branches and departments.

Although now decidedly complexed by ideals of craftsmanship, the original International Club of Printing House Craftsmen, of which the Printing Industry Craftsmen of Australia is an offshoot, was launched by superintendents and production managers with intent to pool their knowledge so as to work out production problems.

Industrial arts education would appear to be stepping into the field to carry on by conscious organized direction what has been coming along like Topsy who grewed, catching the young idea in behalf of the young who want to learn how to shoot. The organization of industrial arts procedure would be well placed to prepare the

youth of the land toward exploiting the spontaneous setup for self-development by directing attention to its possibilities and opportunities, and by equipment with means as well as by planned instruction lead them to turn it to advantage for the body politic.

Not least of the means is the immense reservoir of trade and informational content now available, drawn from practice as well as from tradition, in which the interdependence of arts, crafts and trades is more clearly perceived by looking back toward the past by medium of wisely selected literature.

At the same time and *pari passu*, looking forward with new associations of ideas in design planning and machine adaptations, plus—skill acquirement and character training may be indicated and stimulated.

INDUSTRIAL arts education in this connection would also seem to be answer to the long-expressed demand on part of the public for more practical training in schools, for here the academic and liberal meet the definitely practical.

The concurrency of mechanical development, men's increasing grasp of the possibilities of the machine as a new tool for advanced competency, the wider circulation of technical books and of works on art, and the commonness of reading habits that build up backgrounds of information and knowledge, make it increasingly feasible to put worthwhile practical education within reach of increasing numbers of the youth population, worthwhile implying absorption of liberal education as ethnic content along with skill instruction, indispensable to a mass craftsmanship objective.

* * *

Two new important manuals by Dr. Lili Heimers, State Teachers College, Upper Montclair, New Jersey, are,—1. Recreation, 66 mimeographed pages, \$1; 2. Musical Recreation, 8 pages, 25c. These valuable lists tell where to get charts, exhibits, field trips, films, slides and filmstrips, maps, pictures, posters, publications, recordings and transcriptions.

* * *

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THE JUNIOR COLLEGE

THE ROLE OF THE JUNIOR COLLEGE IN MEETING POST-WAR EDUCATIONAL NEEDS*

AT the close of the war, there will be three large groups of people in America who will need assistance and training in readjusting themselves to prevailing social and economic conditions. These groups are:

A. The millions of men and women demobilized from the armed forces.

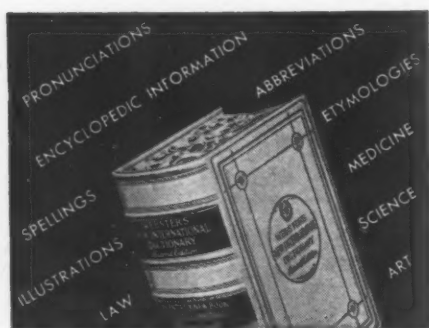
B. The millions of men and women in commerce, industry, and agriculture who must participate in adjustment from the production of the implements of war to the production of goods for a world at peace.

C. The thousands of oncoming high school students whose aims will be shifted from preparation to participate in a war condition of fixed mass employment or military regimentation to one of preparation for self-chosen individual opportunity.

The numbers in each group will be so large, the shifts in occupational patterns so great, and the retraining needed to make the shifts so comprehensive that national security will be weakened unless a program of education designed to help in positive and constructive readjustment is developed.

2. The educational needs of these three

* Statement prepared by American Association of Junior Colleges Committee on Post-War Planning; John L. Lounsbury, chairman. Dr. Lounsbury is president of San Bernardino Valley Junior College.



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large groups of people will demand training in:

A. How to prepare for, secure and hold a job in a peacetime world. Millions of young men and thousands of young women who were never trained to secure and hold a job before, will be demobilized from the armed forces. Their training will have to be both technical and cultural if they are to fulfill the responsibilities of productive citizenship.

B. How men and women now currently employed in production for war can be retrained in new methods of production in a new world economy. Adults of any community must have an understanding and appreciation of technological developments and the possibilities of adaptation to the productive life of the community.

C. How to establish and manage a home and family. This type of training will be needed especially by those demobilized from the armed forces whose release will offer them their first opportunity in self-management. The millions who have worked in war production have learned how to possess property and develop a home where money is plentiful, but must yet learn how to possess the same things in a competitive society where resources and opportunities are limited.

D. How to live in a world at peace. That world will be one composed of many complex and inter-dependent parts. When these young people return to the normal pursuits of life in peacetime, they must learn the relationship of all phases of our national life to the complexities of an inter-dependent world. They must learn also to understand and appreciate the responsibilities of each citizen for maintaining the best elements of our own democratic society.

E. How to create for themselves high levels of personal adequacy and spiritual adjustment. Skepticism, fear, and insecurity are major returns of war. Education shares with other social institutions the obligation to build new foundation for hopes, new bases for faith, new scales of values in life.

3. Nationally and locally we must recognize our obligations to meet the needs of these young Americans. We must provide schools with the vision, the teachers, and the facilities for the task. We must also provide the direction and assistance that will make equalization of educational opportunity a reality. Tested educational practices which must be followed in meeting the nation-wide needs are:

A. Equalization of opportunity by providing adequate national, as well as state and local support.

B. Utilization of past experience which dictates that the best results are obtained when the educational program is directed by the professionally trained educator.

C. Preservation of local and institutional instruction by keeping the control of schools

and colleges vested in local communities and constituencies.

D. Full utilization of existing educational facilities and organizations wherever available and the development of locally controlled institutions where needed.

4. The junior college, conceived as the people's college, is the logical educational center for developing the varied types of training which will be needed by a great group of young adults returning to the ways of peace-time living. Many junior colleges have been serving these functions for several decades. Their history and growth reveal established and virile institutions that have developed in response to local need.

The strength of the junior colleges is their proved ability to accept as students, both youth and adults, irrespective of previous academic preparation or experience, and to aid both groups in attaining their goals in the light of their interests and abilities, precisely the type of service needed for a civilian population at war and by all people in the conversion to and maintaining of a peace-time economy.

Sound educational administration and the American traditions dictate that the development and expansion of educational institutions to provide such service shall be the responsibility of the states, the local communities and the individual constituencies. Federal participation in this program should be limited to financial support and advisory services.

5. Junior colleges of America, serving as local or regional educational centers for meeting the needs of these young adults returning to the ways of peace-time living, must meet the challenge of post-war conditions, rethinking and revitalizing the fundamental purposes of their educational effort. In doing this, our work will be strengthened if:

We remember that colleges exist for the encouragement and facilitation of learning and that the purpose of all learning is the betterment of society. Our task is to build alert social intelligence and to endow this social intelligence with social conscience.

B. We keep faith in the possibilities of genuine education; of capacity for dealing with new problems that come only from the sharpening of native intelligence by orderly contact with the accumulated experience and culture of the world.

C. We eliminate lockstep methods and make every effort by our admission, guidance, instruction, and advancement procedures to foster self-development in directions compatible with interests, abilities, and opportunities.

D. We manage our educational enterprises with the economy that comes from considered evaluation of services, full use of community facilities, educationally defensible grouping of students, and continuous adjustment to community needs.

POST-WAR LIVING

ADEQUATE PREPARATION FOR POST-WAR LIVING

Harold J. Demeke, Superintendent, Niland Elementary School District, Imperial County

HERE is an entirely new realm in the field of Education which calls for the utmost preparation. Here is the greatest challenge, perhaps, that our profession has ever faced, for we must bend our efforts toward the realization of a kind of world that is, at best, uncertain in character.

Strange as this may seem, it is important to remember that the American people will have a great voice in determining just what kind of world we shall create with our thinking, our training and our hearts.

What are the signs of the times? Our people and nation have, it seems, but two choices: We can maintain a tremendous military establishment and seek to police the world, or we can attempt to solve the world's problems in cooperation and understanding with the peoples of the earth. The former

might result in the worst imperialism the world has seen. The latter seems the most probable and desirable.

The American people must be prepared for whatever comes, but their thinking must be made international if they are to be ready. Just what is this?

It means learning that all people, everywhere, are, first of all, human beings like ourselves. And being human, they have certain rights, problems, desires and obligations even as we.

It is Education's challenge to bring forth that learning, which will enable us to live and work together with all people in an atmosphere of understanding, of trust and mutual respect, and in the light of a certain equality and manifest interdependence.

Only by this method will world-wide freedom be realized and peace be made to endure. Imperialism and isolationism must die, as both are the harbingers of war.

These are ways of thinking and thinking is largely the product of education; hence our role here is quite clear.

The big job is the promotion of understanding. Since we understand those things with which we are familiar we must familiarize our people with all others, to a degree infinitely greater than ever before.

We must study the habits and customs, the economics and geography, the history and traditions, the government and religion of every significant people on earth. Impractical? Nothing would be more impractical than to do otherwise. It must be done.

A World Conscience

Before we can develop a World Conscience we must first understand the world. The speed with which this world is shrinking demands action on our part.

IF an understanding of America and preparation for United States citizenship sufficed in the past, only a thorough understanding of the world will adequately prepare our new generation for the enlightened World Citizenship demanded of it, if a peace with justice and permanence is to be realized.

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BETTER SCHOOL LIGHTING

Jean Scott Frickelton, San Francisco

THERE are school-rooms in America still trailing back in the days of the little old red school-house, so far as lighting facilities go.

Five tallow candles or less would give as much light as might be found for students in many a schoolroom, according to reports of lighting engineers and architects.

Yet, because 87% of a child's impressions are gained through the eyes and Nature meant the eyes to have abundant lighting in order to see with the least strain, tallow candles are not the measuring stick. There should be at least 30 footcandles of well-distributed natural or artificial light for each student.

"Nowhere is good lighting more important, declares Clark Baker, lighting counselor, Northern California Electrical Bureau, "than in school buildings in which young eyes are

daily called upon to undertake intensive visual work.

"Investigations have proved that benefits to the eyes keep on increasing as illumination is added up to a certain point, in any event illumination far beyond the amounts in general use today. It was not until quite recently that the penalties and eyesight disadvantages of studying under meagre light were appreciated.

"Eyestrain and fatigue can be due to poor lighting. Failures of students to pass their grades may be traced to insufficient light. Where this is the case, with correct lighting the cost of education per pupil can therefore be decreased.

"Today, improvements in building and window construction and in artificial lighting make it possible to provide the lighting necessary for all types of school work."

Among recommendations made are these: Windows should preferably be placed at the left of pupils, thus preventing shadows on their work when writing. The window-glass should be extended as near the ceil-

ing-line as possible, to secure a greater distribution of light.

Because an abundance of daylight is lacking during many school hours in even sunny climates, scientifically-measured artificial lighting should be made available.

An electric eye that sees when daylight slips below the 30 footcandles needed automatically turns on the artificial lighting—this is a recommendation. A row of lights may be turned on separately over desks farthest from the window, where the daylight falls off sharply on even a bright day, is another recommendation.

Blackboards should have special lighting of their own, particularly in long rooms where it is difficult to see details from the back seats.

AND all the special types of work now found in the modern school plant should be provided with modern lighting that has been measured to fit the task. For drafting, art and sewing rooms, industrial shops, auditoriums, stages and swimming pools, new ways of lighting are suggested that are as far removed from the little red schoolhouse as are these rooms themselves.

Most humanitarian, perhaps, are plans suggested for children with abnormally defective eyesight. It is becoming more and more the practice to place such children in special classes, called sight-saving rooms, under expert care. Here, generous amounts of artificial lighting can be provided to help compensate for eyes that cannot function normally.

* * *

New Gregg Books

GREGG Publishing Company with home offices at 270 Madison Avenue, New York City, and California offices in Phelan Building, San Francisco, have issued:

1. Most-Used Army Terms by Jontig and Swem, 5,000 terms written in Gregg shorthand, 125 pages, 60c. Gregg has issued several titles in this useful series, covering aviation, naval, civil service, and medical terms.

2. How To Use The Adding Machine Selective Keyboard, a 10-unit course, by Potter and Stern, 93 pages, price 60c. The material in each unit is graded according to 3 levels of achievement—minimum, standard, and maximum. Basic operational skill and thorough knowledge of the uses of the selective-keyboard type of adding machine can be obtained in a short time with the aid of this manual.

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Adult Education

Exhibit of Adult School Work

*Thor Krogh, Principal, Adult Division,
Monterey Union High School*

FORUM programs on the Monterey Peninsula have become increasingly popular after several years of having no meetings. Recently Walter Duranty was to address the forum audience. As the attendance would be unusually large, we decided to put adult school work on exhibit.

Carmel and Pacific Grove accepted the invitation to participate in the exhibit. Rooms and corridors leading to the auditorium were used to display various activities carried on in adult and evening schools.

Forum members passed through the corridors and through the rooms and such comments as "This is fine"; "Why don't we see such exhibits more often"; "I didn't know they were doing this kind of work in the evening school."

There was an impressiveness about the entire exhibit. Posters and pictographs were on the walls. At the entrance to the building was a display of global geography, with two large maps and two globes which were picked up by spotlights. Fine pieces of woodwork display by Pacific Grove evening school, such as bookcases and bedsteads; the remarkable show of photographs by Carmel evening school; sketches from the life drawing class at Monterey evening school, all served to tell the people in the community that there were many opportunities in the adult school classes.

Other exhibits were from the youth leadership class, domestic arts, machine-shop, aeronautics, pottery, business machines, mathematics, citizenship, recreation, and home nursing.

A Spanish reception, to promote interest in spoken Spanish, followed the forum meeting, at which refreshments were served by young ladies who spoke Spanish. Spanish and Mexican dances were given. This was done in a newly-acquired domestic-arts room which the people in the community were happy to see. The meeting was three in one — exhibit, forum, reception — with three communities cooperating.

PROGRAMS of this kind mean additional work for administrator, teachers, and custodians alike, but they are invaluable and yield harmonious and long-lasting overtones.

Tuesday

*Frieda Kayser McGuire, Teacher, 6th Grade,
Victory Boulevard Elementary
School, Los Angeles*

TUESDAY.

Plenty of time,
No need to hurry.
Boy, it's a keen morning!

Just look at those mountains,
Razor-sharp against the sky.
Wonder what's on the radio,
Let's see, guess I'll try 80.
No good. 90. Ah there,
That's a good program.
Gee! This is something like!

If only I could go on forever,
Right on over the Ridge to Bakersfield.
What if I did go on today,
Go right past and not stop.
What would they do,
If I didn't show up?
Who would take my class?
Maybe after a while they'd get a substitute.

Boy . . . bet she'd make a mess of things.
Wonder what the children would tell her,
Wonder if they'd even know.

Sure would upset things.
They'd all wonder what happened.
Ah, but what do I care!
Just one day to drive right past
And nobody to know where I was,
To go where I please and never stop.

The tank's full of gas,*
Keen program on the air,
And a car just humming along.
Ah well . . . here's my corner.
Guess I better turn off.
Tuesday.

* This clever poem was written before the gas-rationing era.

* * *

Citizenship Day

MAY 21 is National Citizenship Day, established some years ago by Congressional Resolution. On page 15 of our April issue is an article describing an excellent manual on citizenship issued by U. S. Department of Justice.

That department also issues a 4-page leaflet, free, of practical suggestions on Citizenship Recognition Ceremonies on National Citizenship Day. Address U. S. Department of Justice in Los Angeles or San Francisco.

Principles and Techniques of Guidance

by D. WELTY LEFEVER, *Professor of Education, University of Southern California*; ARCHIE M. TURRELL, *Associate Dean of Guidance, and* HENRY I. WEITZEL, *Counselor, both of Pasadena Junior College.*

THIS widely used book is designed for counselors in guidance who wish to employ the latest and most successful techniques and for teachers interested in increasing their effectiveness. Based upon years of experience in guidance practice, the book deals in a thoroughly comprehensive way with situations encountered by those who are fostering guidance as their daily work.

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that will help each pupil make appropriate, satisfying adjustments to life problems.

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MODERN REPORT CARDS

WHITTIER SCHOOLS MODERNIZE THEIR REPORT CARDS

Will E. Wiley, District Superintendent, Whittier, Los Angeles County

HOW often we hear teachers sigh, "Here it is report-card time again! How I hate it!"

It is no less a time of strain and unhappiness for many pupils.

Moreover, the irritation aroused at school becomes frustration when the parent looks at the card. How hopefully they had started James off to school in the fall to a new teacher, but here he comes home with another card marked 'failing.'

In spite of this known effect, out go these messages of discouragement 4-10 times each year.

Teachers and administrators are very conscious of the problem. For years they have been trying out various new report-cards. As each new card was discarded for some other form, teachers have become more and more discouraged.

Role of Identification

Only where school-people themselves have become modernized has it been possible to successfully modernize the report card.

One of the most potent forces in life is the tendency of the person to identify himself with an ideal, a cause,

an institution. When done in moderation this is a good thing. Teachers often make the mistake of too-strongly identifying themselves with their schools, their subject-matter field, or their high achievement standards. Difficulty arises when such strong identification takes place, because the emotions become involved. Anything then that reflects upon the teacher's school, her subject-matter field, or her high standards, becomes personal and involves her feelings of security, her status.

The condition of the mother is similar only she has identified herself with the child. Everyone knows how her emotions are involved. It is also generally recognized that when the emotions are aroused the judgment may be warped. The stage thus is set for a very common tragedy.

Comes report-card time. Jimmy is frankly bored with the study of English. His teacher, who has strongly identified herself with her subject-matter field, is irritated by Jimmy's attitude. Her irritation is reflected in the grade she gives. She may even say, "The only reason he got an 'F' is because there is no lower grade."

Now mother loves Jimmy. She never liked the study of English. When the poor report comes home, it is easy to predict how irritated and how frustrated she will feel. When Jimmy claims the teacher has it in for him, it will be easy for the mother to side with Jimmy. Obviously this is not what the school intended to do.

Finding a Better Way

The first step in modernizing the report-card is taken when the teacher identifies herself with the pupil rather than with the subject-matter being taught. This sounds easy and has

always been done by the superior teachers of any generation.

As a matter-of-fact, it is very difficult of accomplishment. School administrators will have to assume part of the blame. Large classes, mid-year promotions, departmental organization and other administrative devices make it difficult for the teacher to become well-acquainted with each pupil.

MOST of the difficulty, however, rests with teachers themselves. Many are more interested in academic things than in children. Others have allowed themselves to settle in a rut where the easy thing is to present the material in the book and then blame the pupil if the material is not learned. To overcome these and other tendencies requires heroic effort upon the part of teachers.

Having identified herself with the child, the second step follows quite easily and naturally. The teacher now becomes interested in the growth-changes taking place in the pupil. Subject-matter is no longer a sacred thing but material to be used or not according to the needs of the pupil and according to its growth stimulating effect upon him.

Common Principles in New Reports

The new reports may take several different forms but they have some underlying principles in common. The new reports give the story of the achievements of the child as he works to make a place for himself in society. Since these reports are records of growth and progress, they carry little of the sense of failure so prevalent in the old cards.

The new reports take advantage of the known psychological fact that people respond better to encouragement than to discouragement. The trend is away from schoolmarks based upon some arbitrary scale of values. Instead, if marks are used, they are ind descriptive terms. In many cases all marks are discarded and written reports are used. Often the two latter methods are combined, the written report supplementing and clarifying the marks given.

The 8 elementary districts composing Whittier Union High School are using a report card of the above type. The descriptive symbols being used are: C — commendable, indicates fine work, S — satisfactory or average work, W — work is improving, N — needs to improve, either because work is below class average or below pupils ability.

A pattern for the written supplementary report was adopted so that there would be

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Arthur S. Maynard, Editor
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- Polish Bulletin, published quarterly, \$4 per year.

a general uniformity for the system. This pattern was set out in the following rules:

Pupil Progress

The careful observation of pupil progress and the accurate reporting of it constitutes one of the most professional functions of the teacher. To aid in this process and to give unity to our efforts, the following rules should be observed.

Report-cards will be issued each quarter. Special and informal reports should be made to parents as the need arises. At best, the report-card is a type of shorthand. You condense into symbols your observations and anecdotal records of a 9-week period. To help parents interpret these symbols and so get a clearer picture, the supplementary written report must not be overlooked. Write at least 4 statements each quarter observing the following pattern:

1. Open with some favorable statement. If that is impossible, state what is being done to improve the situation.
2. Make a positive statement about one or more of the school subjects.
3. Make a statement about the pupil's work and study habits. This and other statements may call attention to needed improvement. If a need is indicated, always couple it with a statement as to what the school is doing to meet the need. If you think the parents can help, suggest what they might do.
4. Finish with a statement about the social adjustment of the pupil. End on an optimistic note. Avoid all derogatory terms such as 'theft,' 'dirty,' 'lazy,' etc. When any such terms apply, or when work is of a failing grade, a special note to the parents asking for a personal conference must be sent each quarter.

Higher, Not Lower Standards

THE new cards do not imply lower standards. In fact, because of increased pupil interest and purpose, the standard of work is usually improved. What they do imply is that the school is tremendously interested in the success of the pupil. The school is on his side. Shortcomings and problems may be noted, but also, ways of overcoming the difficulties are suggested so that the final result will be victory. Instead of creating irritation and frustration, such a card carries a message of hope and a plan of action.

Since the new cards are considered as instruments for creating better community understanding and sup-

port, pictures of school activities cover the first page. The caption for the pictures is simply, Modern Schools with a Modern Program. In this way the new report-cards reflect the progress schools have made in understanding the school child.

* * *

New Macmillan Books

THREE important new Macmillan books are:

1. Our Air-Age World, a textbook in global geography, by Packard, Overton, and Wood; over 800 pages.

The authors have forcefully shown the domestic and foreign trends creating a new world in which our Republic must bear its full share of active responsibility. The youth of our land, they declare, must be prepared for active participation in this new world.

Our Air-Age World presents a clear explanation of the global concept; it offers an up-to-the-minute study of the state of our world from the standpoint of occupations, products, manufacturing, and commerce, treating each of these elements of human geography as affected by the global nature of our world and showing in each case the effects of World War II upon the nations. Perhaps the most important feature of the book is its emphasis upon international interdependence and the imperative need for cooperation. The book makes unmistakably clear the fact that permanent peace can be secured only by and through the fullest cooperation among the nations of the earth.

2. Vital Mathematics, by Allen, Maly, and Starkey, 475 pages, does not assume previous mathematical training on the part of the user. It explains the commonly-used principles of mathematics, including an introduction to spherical trigonometry. It gives either high school students or the general reader a true understanding of the rudiments of all the mathematical disciplines commonly taught in the elementary and secondary schools. In the treatment of arithmetic and algebra there are unusually complete explanations of the reasons why processes are performed as they are. In the interest of utility, geometry is intuitional, descriptive, and non-demonstrative. The essentials of trigonometry are included, and there is due emphasis on logarithms. The book abounds in military applications, with extensive use of vector diagrams and navigation problems.

3. Modern Drafting, by Johnson and Newkirk, 200 pages, with illustrations, is one of the Industrial Arts Education Series. It is a student text covering two years of drafting instruction.

California headquarters of The Macmillan Company are 350 Mission Street, San Francisco 5; John H. Beers is manager.

EQUAL RIGHTS

A BASIC PRINCIPLE

CTA State Committee on Equal Opportunities, Cecilia O'Neil, San Jose, Chairman

"At this moment when the United States is engaged in a war with the avowed purpose of establishing freedom and equality for the whole world, the United States should hasten to set its own house in order by granting freedom and equality to its own women. For the sake of a new and better world as well as justice to women themselves," says Alice Paul, the great leader of suffrage days, "ask the immediate adoption of the Equal Rights Amendment."

THIS is a challenge to the entire nation. Particularly is it a challenge to educators, at least 80% of whom are women. When women teachers do not receive equal pay for equal work, and their legal status is inferior to their male co-workers, the undemocratic picture is not one to stimulate national pride in citizenship for pupil exemplification.

When we profess democratic ideals, we are placed on trial. If we refuse, or fail to put these ideals into practice, our democracy fails, and we fail as citizens, according to the Educational Policies Commission.

For several years California teachers have presented, to the teachers of our nation, information on the proposed Lucretia Mott Amendment to the Constitution of the United States, popularly known as the Equal Rights Amendment. At the Denver NEA Convention, July 1942, the Representative Assembly passed a resolution that,

"National Education Association advocates, as a logical extension of the principle of democracy, that men and women shall have equal legal status throughout the United States and every place subject to its jurisdiction."

At the Indianapolis Convention July 1943, Equal Opportunity Committee recommended to the Assembly that a vote be taken at the Pittsburgh NEA Convention (1944) on the endorsement of the Equal Rights Amendment.

In April 1944, the U. S. Senate Judiciary Committee, with the approval of the 26 endorsing organizations, revised the text of the amendment, which now reads:

The E.R.A. Amended by the Senate Judiciary Committee 5-44 reads:

"Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

"Congress and the several States shall have the power within their respective jurisdictions

to enforce this article by appropriate legislation.

"This amendment shall take effect 5 years after the date of ratification."

It is on the Senate Calendar and may come any time to the floor for a debate. There is a discharge petition on the Speaker's desk in the House, to discharge the House Judiciary Committee from further consideration of the amendment. The petition requires 218 signatures. When these have been secured the amendment will come up for a vote on the floor of the House.

Women contend that their legal status as citizens and persons and the question of their equality with men in the full enjoyment of civil and political rights, is a national issue now. They contend that women as citizens and persons should have the same protection of inalienable rights as are enjoyed by men under the United States Constitution.

Legal Status and Work

This question of the legal status of women as distinguished from men should not be subject to the control of the several States. Work conditions for both men and women should be regulated by general laws applied to persons without respect to sex.

Discriminations against women in working conditions and in opportunities based on marital status exist everywhere. We know that such discriminations could not lawfully

be established for men because each man's right to work under the same conditions as apply to all other men is protected by the 14th Amendment to the Constitution of the United States.

We know that this equal protection of the laws does not extend to women because, under Supreme Court decisions, women are not regarded as citizens and persons within the meaning of the Constitution.

Women are not included in the democratic system — the democratic system guaranteeing inalienable human rights to all citizens under a free government.

California Teachers Association Council of Education has already endorsed the Equal Rights Amendment.

* * *

School Districts

AN item of interest to public education was contained in a recent report of the State Board of Equalization. The active school districts of California which are regular taxing units of the State are as follows:

Elementary school districts	2,422
High school districts	264
Unified districts	43
Junior college districts	13
College district	1
Total	2,743

The junior college districts, by counties, are: Los Angeles 4, Marin 1, Orange 2, Riverside 1, San Bernardino 1, San Mateo 1, Sonoma 1, Stanislaus 1, and Yuba 1. Other junior colleges are located in the unified school districts.

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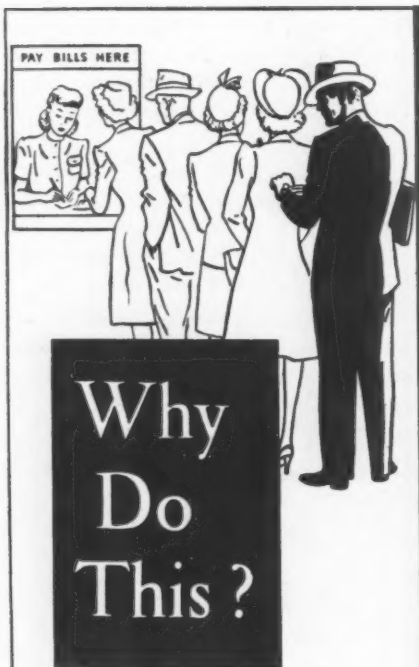
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YOUTH EMPLOYMENT

Zafon A. Hartman, Principal, Elsinore Union High School, Riverside County



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YOUTH Employment in Food for Freedom has passed the beginning stage. Out of the trial and error of the past months there emerge recommendations that should be stated. Others may, and no doubt should, be added.

The following* are recommendations that have grown out of the CTA State Council Youth Employment committee meetings to date:

Contracts and Agreements

A definite contract or agreement, acceptable to both or all parties, should be drawn up and properly signed covering all points about which there might be contention. In the past such statements of agreement have been made in the form of a contract, between a sponsoring group of a harvest-camp, such as YMCA or Boy Scouts, and an employing group of farmers or a company. Experience has taught that a further step should be taken by requiring all youth available for employment to sign an agreement and all employers who intend to employ youth to sign an agreement setting forth the basic conditions involved.

Job Supervisors

The most important and essential person in the employment of youth is a Work Supervisor. He accompanies a group and supervises the conduct and work on the job. Without such supervision youth labor frequently has proved unsatisfactory to all parties concerned. Regular teachers are generally the most desirable as job supervisors but are not available in sufficient numbers. Civic-minded adults from PTA groups and the like have been most helpful as a source from which to obtain additional job supervisors.

Youth Employment Essential

Students are an essential emergency labor pool. Schools and school-people must do their part to prevent a loss in food and essential war material production. This means intelligent direction and guidance, not exploitation of youth labor. The youth

work program has high educational possibilities as well as liabilities.

Standard forms have been developed to cover the conditions of employment. Signed agreements help establish responsibility and more nearly guarantee satisfaction on the part of the youth and on the part of the employer. Copies may be obtained by addressing the author.

* * *

Subsidies for Teachers

*Statement by Eleanor Roosevelt in Ladies Home Journal, on her page "If You Ask Me," April 1944**

SHOULDN'T teachers, in a period of inflation, be subsidized in order to keep up the standard of their important profession?

Answer: "I think that teachers salaries in this country should be the constant concern of every community.

"They should be well enough paid to cover not only their living expenses, but the expense of doing things to continue their development. . . .

"Communities should watch the circumstances under which their teachers are working and see that these standards are maintained at all times."

* Reprinted by special permission from Ladies Home Journal. Copyright, 1944, The Curtis Publishing Company.

* * *

Supervision Officers

AT a meeting of NEA Department of Supervision and Curriculum Development recently held in Cleveland, Dr. Paul R. Hanna, School of Education, Stanford University, and Lelia Ann Taggart, director of education, Santa Barbara County, were named as members of the Board of Directors.

Wilma G. Cheatham, director of research and reference, Martinez, was elected second vice-president of the Department for 1944-45.

Representatives to the Board of Directors elected by the membership for California are: Roxie Alexander, director of elementary education, Vallejo; Wilma G. Cheatham; Bernard J. Lonsdale, curriculum coordinator, Los Angeles County; and Richard Madden, professor of education, San Diego State College.

* This statement was requested by Mary E. Dickson, of Los Angeles, Chairman of CTA State Committee on Youth Employment.

SCHOOL OF THE AIR

A NOTEWORTHY CALIFORNIA RADIO PROJECT

A NEW promising venture in Western educational programs is the series presented Monday through Friday (1:30-2 pm) by KQW, the San Francisco station of Columbia Broadcasting System, in cooperation with public schools of 6 northern California Cities, — San Francisco, Oakland, Alameda, Redwood City, Palo Alto and San Jose.

This local series, KQW School of the Air, began May 1 and continues until mid-June. Patterned after the famous CBS presentation of American School of the Air, there is one notable difference — these local programs, ranging from roundtables to dramatizations, are enacted by public school students, rather than by a cast of professional players.

The possibility of presenting such an educational series on subjects that include the great nations in the Pacific Area, — themes that are historic, current and post-war, — occurred because the network program ended earlier than in previous years. The local scripts are written by teachers of drama, radio, history, journalism and speech, in some cases with students cooperating.

Dr. Curtis E. Warren, superintendent of San Francisco public schools, an advocate of greater use of radio in education, led in warmly supporting the invitation from Ralph Brunton, president of KQW, to produce such a series. Superintendents of schools in the other five cities were equally enthusiastic. Already from OWI, San Francisco office, requests have come for scripts to be sent to foreign countries as a part of our Good Neighbor policy in assisting in community and industrial post-war planning.

Designs for the Future

These local programs, which focus on "designs for the future," include such subjects as, — The world on wings — Today is the tomorrow of aviation; Wings across the Pacific — What we need to know about our neighbors in the far east; The political future of the islands of the Pacific; New horizons the airplane opens to South America; "Russia's future in the Pacific; Planning the type of community in which we wish to live; The future industrial city; Plastics in the modern world, etc.

This series uses the same daily general titles as the American School of the Air, — Science at Work, Gateways to Music, New Horizons, Tales from Far and Near and This Living World. Music programs of our local schools are featuring historic music, beginning with Spanish-California days, sung a capella by

student chorals, to present-day songs sung in camps throughout this country.

PLANNING this series to cover the entire Pacific Area, and assisting the schools in developing material, is Louise E. Taber, Education Director of KQW, Palace Hotel, San Francisco, long known in radio as the California Historian.

Occupational Therapists are urgently needed as increasing numbers of war-wounded return to the hospitals, according to United States Civil Service Commission, Washington 25, D. C. For details and application forms address first- and second-class post-offices or the Commission.

* * *

Guiding the Normal Child, by Bowley, is a praiseworthy book of 190 pages, for parents, teachers, students, and others, issued by Philosophical Library, 15 East 40th Street, New York City; price \$3.

A NEW BOOKLET FOR WARTIME HOMEMAKERS ON THE CARE AND USE OF LIGHTING EQUIPMENT



Americans on the home front are serving by saving tin cans, fats, paper, gasoline and tires — everything Uncle Sam needs for Victory.

But the need to conserve on so many things is apt to make you cut down on everything, blindly, without first stopping to think. Saving light at the expense of sight, for example, is the most dangerous thing you could do, especially if in your home there are growing boys and girls.

Happily, you can provide good light in defense of good eyes and still live up to your consumer pledge: "... I will take good care of the things I have. I will waste nothing."

The new booklet, "How to Get More Light for Your Money," with its 16 pages of Victory ideas, tells how to conserve light while providing better "see-ability." Send for your free copy today.

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LETTERS FOR VICTORY

Ella Connor, Teacher, San Bernardino Senior High School; President, Southern California Teachers of English

AS one enters the main hall of our high school, he notices a patriotic corner dedicated to our boys and girls in the service. Besides the Victory Corps booth, for the purchase of War Bonds, is a pedestal holding a guest-book. Above the pedestal hangs the school Service Flag.

Back of this patriotic shrine lies a story of the correlation of English for a terminal class of juniors with other departments of the school and even with the community. Is this idea not the goal of every English class? I have always preferred an immediate evaluation of my teaching, and I am surely enthusiastic about this plan. It is timely and affords teachers, students, and community opportunity to do something to ease that desire for patriotic service for our boys and girls. It is a morale builder for the service boys and for us at home.

After a great deal of visiting from boys in the service, I suddenly thought of using some old scrapbook covers for a guest-book. I asked this terminal class if anyone could paint the cover white with red and blue stripes. One of the students wanted to know where the book could be placed and on what. Two of the boys volunteered to make a pedestal in the machine-shop. They were excused from that English class for 3 days and then made the presentation to the group.

In the meantime those in the class had been talking of these two projects, and had decided to write letters to the boys in the service. So the class was divided that each might have a share in the work and so that each might do well the thing he was asked to do.

I believe there is a lesson to be gained

in such projects if the students are given the task which will bring them praise. There were groups to get addresses, to write bulletins, to write stories for the papers—school and town, and to erect a box just inside my door where addresses could be placed.

Then we began to write our letters to the boys in the service. Three committees had been at work on the news. We decided to use one-third of the space in the letter for campus news which the boys might like to know about, another third for sports, always a live topic, and the last for news of each other. These articles were written and submitted to the committee of the class as a whole. Finally we were all agreed upon certain news.

Cooperative Work

So far all this had been done in the class, but now the students realized that since this was to be a school letter, school authorities must be consulted. So the principal, the head of the English department, and others were consulted. Students who had never known who the principal was, were sent to him with the first draft of our letter. Some students typed the addresses; others typed the actual letter ready for office practice classes to mimeograph.

We made certain each child had some direct contribution to the project. Some students gained public-speaking practice by going to the ex-committee, to the orientation classes, and to others asking for addresses and for news. We took for our slogan, "One address from each student."

We had no name for the bulletin, and because many of the letters were missent to the air depot, we decided on a name—Cardinal Service Letter.

As the letter project has grown, we have decided to use only one-third campus and sport news, having the rest for news of the boys as told in their letters to us. Many are asking for addresses, and we will use them for our next letter.

We have a card-index file and change of addresses can be made quickly. But all this takes the time of my office assistant one period each day.

OUR next plan is to give publicity to the idea over the half-hour school radio-program each week. We want every boy to have a letter from his alma mater.

The general chairman consulted the post-office about rates for mailing, and got a

mailing permit for us. The local paper came for a story and took 3 of the students to the street mail box for a picture. The students declared it was the largest "write-up" of any school work we have had for the year. Townspeople read the articles and called to give us addresses.

Each step forward was accepted enthusiastically by the group. The enthusiasm has been continuous, because now the return letters are coming in; 350 boys will write a variety of letters. The reading of their letters to the class as a whole (or some to individuals) has given the class an object-lesson of the "thank-you" type of letter.

Two Mexican boys were given the highest vote because, being in the same camp, one wrote one page, then the other, then back to the first. Very clever and entertaining as well as appreciative.

As for results—my class comes in each day asking if any new letters have been received. I have tried to guide their appreciation, and a letter written poorly is just as kindly received as one from those boys in college. But the obvious idea is taking effect that some are easy to read, so let's write our letters better.

Won't you try my plan and find the immediate enthusiasm which will make your task as an English teacher a happy one in these war-torn days?

* * *

War Problems and Professional Ethics is a 2-page leaflet issued by NEA Commission on Professional Ethics; Lillian Gray, professor of education, San Jose State College, is a member of the Commission.

* * *

New Ginn Books

TWO noteworthy new texts issued by Ginn and Company are:

1. *Biology and Man*, by Gruenberg and Bingham, for high school pupils, presenting a unified science of living things, an invaluable part of our common heritage; an original approach to biology, centering attention on man. Of the highest quality and excellent throughout, over 700 pages; price \$2.24.

2. *Everyday Junior Mathematics*, by Betz, a new 3-book series for junior high school or upper elementary grades; the perfected product of years of experimental teaching, extensive research, and large-scale testing. Modern in its point of view and material, this book directs its teaching toward the development of mathematics sense as well as fundamental skills. Book 1 over 400 pages; price \$1.12.

NOTICE TO SCHOOLS—TEACHERS

At last, a comprehensive book of phonics, **KING JAMES RHYTHMIC PHONETICS**—Childs Reading Foundation—is now available at the **CALIFORNIA SCHOOL BOOK DEPOSITORY**, 150 New Montgomery St., S. F., Calif.

The author maintains a coaching school, the **KING JAMES STUDIO**—358 Sutter St., S. F., Calif., specializing in **READING**—(The 3Rs and Drama) making readers out of non-readers, and good readers out of poor ones; also **SPEECH CORRECTION**.
Open all summer Teachers Course

TEACHER HOUSING

SOLVING THE TEACHER-HOUSING PROBLEM IN A DEFENSE AREA

Elsie Frances Gibbs, Director Secondary Education, San Bernardino City Schools

TO find suitable housing for several score of incoming teachers in a city where people were already advertising \$25 rewards for information leading to the rental of houses or apartments is obviously a major undertaking. San Bernardino City Teachers Club cheerfully assumed this responsibility in 1943-44 and carried it successfully, solving the problems involved.

As each successful applicant for a teaching position was interviewed, the administration assured her of definite intelligent help and guidance in securing a house, an apartment, or room. A blank was given or sent to her to fill out, indicating her needs, wishes, limitations, date and manner of arrival.

A committee of city teachers with many contacts and a willingness to work made a careful survey of all possible vacancies, using telephone, radio and newspapers to ask established families to aid in finding housing. Many responded who heretofore had hesitated to rent to transients. Others who had nothing to rent themselves passed on "tips" which led to successful rentals.

Extra gas coupons were secured from the ration board so that the committee members could meet incoming buses and trains as needed and take the teachers to see available places.

Many teachers and business people who were already established were happy to share their homes with the newcomers. As teachers have constantly been added to the staff due to increased enrollment, members of the City Teachers Club have kept up their interest and work, helping not only the new teachers but others to shift into more desirable quarters.

That the efforts were successful and appreciated was evident by the many comments early in the year by teachers who felt their major difficulty had been overcome and that in solving it, they had also learned to know personally and informally some fine teachers. The friendliness and helpfulness of these early contacts started the year successfully for many who would otherwise have been disheartened and physically exhausted before even the opening meeting.

Dear (Name of Teacher here):

The San Bernardino City Teachers Club extends a welcome to you and a hope that

we may always be of assistance to you.

Your first problem on arriving in San Bernardino will be finding a place to live. The housing situation here is a problem until you know the town better. Although ceiling prices keep rents down and rooms are available, very few apartments or houses can be found without a period of waiting. It is wise to be prepared to make a deposit in order to hold a room or apartment. If you care to answer the following questionnaire, my committee will be very glad to assist you in this problem.

Cordially yours,
Julia Gail
President, San Bernardino City
Teachers Club

The Questionnaire

1. Name _____ Telephone _____
2. Home Address _____
3. I would (not) care to have some member of your club help me find a suitable location.
4. Check below, indicating first and second choice. I desire a
☐ room
☐ furnished apartment ☐ single ☐ double
☐ unfurnished apartment ☐ single ☐ double
☐ furnished house (.... bedrooms)
☐ unfurnished house (.... bedrooms)
5. I wish — do not wish to share with another teacher.
6. I do — do not have arrangements made to share with anyone.
7. I wish — do not wish the names and addresses of other new teachers living in my area.
8. I could (not) come to San Bernardino if you notified me of a pending vacancy.
9. You can — cannot reverse the telephone charges if you learn of a vacancy pending.
10. I expect to go to San Bernardino about _____
11. I plan to come by — bus; auto; train.

Signed _____



A HELPFUL, USEFUL HINT FOR YOU

• Schools teach character and social standards—so important now with millions more mothers at work and fathers

overseas, at camp and on night shifts in the factories. Certain standards which have been rather artificial, based purely on social prejudice are being outmoded and questioned. The hard and fast rule doesn't seem to apply any more. And, if you as a teacher ever feel a bit perplexed, it's not to be wondered at.

War needs create their own acceptance, bringing in new, basic thinking. They prove helpful and useful that which might even have been considered quite useless... You have reason to want to stop and think matters out. In particular, when one of these new acceptances hits the old pre-war "it-just-isn't-done-by-ladies-

and-gentlemen" attitude toward chewing Gum.

And, it's about Gum that we believe we have an idea for you to try out some day to coax along better Homework. We say "some day" because Chewing Gum is in such need by our Armed Forces and in our War Plants at present, there's a civilian shortage. You see, our fighters and war workers have found chewing seems to relieve nervous tension and aid their concentration, also helps them do monotonous and distasteful jobs with more will.

• • •



You get the idea—and have probably filed away for the future how you can apply these aids in helping certain youngsters do better by their lessons at home. There isn't enough quality Gum such as Wrigley's Spearmint to go around now with the Armed Forces and Industry taking so much and we can't make more without lessening quality which we will not do. This is not to increase present demand for our product, therefore. But we hope it increases good will toward it and that this may some day prove helpful and useful to you.

Y-23

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OUR Growing World is the title of Health's new 6-book Social Science series, grades 1-6, each book supplying the basic curriculum content for a year.

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George T. Babcock is California manager for D. C. Heath and Company, with offices at 182 Second Street, San Francisco 5. The home office is 285 Columbus Avenue, Boston.

SIERRA EDUCATIONAL NEWS

received instantaneous and widespread acceptance by many schools and school systems. Educators and historians hail it for "its new and fresh approach to the problem" and also as "a real contribution to the field of methodology in the teaching of American history."

The school edition of News of the Nation (one complete set of 41 issues) is available to schools at the net delivered price of \$2; list price, \$3.49. Address Doubleday, Doran & Co., Garden City, N. Y.

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Life in a Democracy

YOUR Life In A Democracy, a basal text in community civics, orientation or guidance, by Howard E. Brown, Classen High School, Oklahoma City, is a splendid new illustrated book of 450 pages, issued by J. B. Lippincott Company, with home offices at 333 West Lake Street, Chicago 6; price \$1.80.

On the advisory group which reviewed the manuscript and proofs was Rose T. Stelter, girls vice-principal, Theodore Roosevelt High School, Los Angeles.

This fine new text is unique in its content because it helps the student to develop the habits that build good citizenship; it teaches him not only how government is organized and how it functions, but, more important still, how to work with others and how to assume civic responsibilities; it defines his job as a citizen.

Of it a teacher has said, "This is the sort of book I should like to have had in high school because: no matter what vocation is selected or where in society one finds himself placed, he faces the factors discussed in this text; we are all interested in studying about ourselves; it teaches that the well-adjusted individual will be aware of his responsibility in a democracy."

News of the Nation

A NEWSPAPER history of the United States, News of the Nation, an extraordinary new tabloid-size publication, has

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Secondary Schools

AERICAN Book Company, with California offices at 121 Second Street, San Francisco 5, has brought out Secondary Schools for American Youth, a fine big text of 545 pages, by Dr. L. A. Williams, professor of education, University of California, Berkeley.

Professor Williams is widely known in California educational circles and nationally. He has written this admirable text entirely for upper-division college students who are beginning to prepare for entrance into the teaching profession.

Many years of study, reading, research, and teaching have preceded the preparation of the material. Hundreds of private and public high schools in the United States and Europe have been visited in order to gain firsthand information. Ten years of experience as teacher and administrator in public high schools have provided direct contact with youth and with the secondary schools.

Part 1, in 4 chapters, tells how secondary schools have become an organic part of public schooling in the United States. Part 2, in 12 chapters, interestingly presents some concrete phases of schooling at the high school level; price \$3.25.

Foreign Periodicals

At University of Southern California,
Los Angeles

RESearch activities of leading scientists from practically every nation of the globe during the past 113 years, comprising the reference library of foreign serials of Boston Society of Natural History, have been acquired by Hancock Foundation of University of Southern California, according to announcement made by President Rufus B. von KleinSmid.

The collection of 30,000 volumes arrived on the campus recently and will be housed in the library of Hancock Hall.

Its release to a Western institution was made possible only because of a decision by the Boston society to change its century-old policy from that of technical research to concentrate its efforts on the amateur and general student hereafter. The organization expressed its hopes that the library will form the nucleus of a scientific library in the same way that the Huntington Library serves the public in non-scientific fields.

"This collection is acknowledged in its field to be second only to that of Harvard University," said President von KleinSmid. "Such an acquisition has become still more valuable because of the wanton destruction of libraries of this character throughout the combat areas of the war. To American centers possessing such treasures will come scholars from over the wide world."

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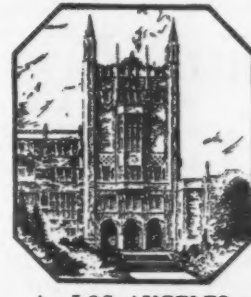
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For Bulletin containing complete announcement of courses and other information, write the Director of Summer Sessions, University of California, Berkeley 4, or 405 Hilgard Avenue, Los Angeles 24.



AT LOS ANGELES

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Blood Donations

Lowell High School Blood Donor Drive
In San Francisco

BLOOD Donor Drive recently concluded by Lowell High School was an outstanding success. From March 13 until April 13, 1428 pledges were turned in to the school by the students. To date 1000 pints of blood have been delivered by Lowell donors to Red Cross Blood Procurement Center.

Lowell students worked wholeheartedly in cooperation with Leroy H. Stephens, Principal; Mrs. Mary Stehley Close, chairman of the faculty committee, and Margaret H. LeSeur, in charge of publicity.

Mrs. Allan Bier, PTA representative in charge of transportation, also verified appointments and saw that donors arrived. Mrs. Melchior Trobeck, Red Cross coordi-

nator for school drives, supplied inspiring speakers for the high school assemblies, and was tireless in her assistance to the committee.

At a yard assembly on April 20, a Certificate of Appreciation was presented to Mr. Stephens and the school by Mrs. Gardner Dailey, director of Red Cross Blood Procurement Center.

Lowell High School has become so interested in the work of the Blood Donor Center that they intend to make a continuously-sustained effort to obtain blood donors for the duration.

* * *

Buy a Bomber

(Continued from Page 21)

If further interested in the details of a Buy-a-Bomber Campaign, consult your County War Bond Chairman or write to the War Finance Committee, 621 South Spring Street, Los Angeles 14.

In our estimation the greatest value of an undertaking of this sort is the satisfaction which it brings to young people to feel that right here on the home front they are able to make a tangible contribution to the winning of the war. May success attend every school that launches a Buy-a-Bomber Campaign until our combined efforts speed the day of victory!

COMING

April 29-May 6 — National Boys and Girls Week; 24th annual observance.

May 1 — Child Health Day

May 1-7 — Russian Book Week; national observance.

May 6 — School Library Association of California, Southern Section; spring meeting Tuesday Afternoon Club, Glendale. 10 a.m. program, luncheon at 1.

May 7 — Mothers Day.

May 7-14 — Music Week.

May 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles

May 14-31 — Allied Youth; W. Roy Breg tour of California secondary schools.

May 16 — U. S Presidential Primaries and California State Primaries.

May 21 — I Am An American; Citizenship Day. National observance.

May 30 — Memorial Day.

June 14 — Flag Day.

July 3-7 — National Education Association; annual meeting; Representative Assembly. Pittsburgh, Penna.

July 10-20 — National League of Teachers Association; League College, 19th annual session. State College, Penna.

July 10-21 — NEA Department of Elementary School Principals; 7th annual conference. University of Pittsburgh

July 19-21 — Reading Instruction; annual conference. Reading Clinic, School of Education, State College, Penna.

October 20, 21 — California Scholarship Federation; annual conference. Claremont Hotel, Berkeley. H. Marie Stiff, president, Narbonne High School, 25425 Walnut Street, Route 1, Box 54, Lomita, Los Angeles County.

October 21 — CTA Bay Section; 3rd annual training conference. Claremont Hotel, Berkeley. Clive M. Saiz, chairman.

November 5-11 — American Education Week.

November 7 — General Election, U.S.A.

November 23-25 — National Council for the Social Studies; annual meeting. Chicago.

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It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

for teacher



SANTA FE TRAILWAYS says "thanks" to you who understand our present problems and are patient with our efforts to accomplish our part of this war-time transportation task. You who have so often in the past chosen the bus for your vacation tours, your holiday journeys and your week-end trips home know that now certain travel inconveniences, crowding, and even delays are likely to occur. But

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